

The ATA Magazine

DECEMBER
1953

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION





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The ATA Magazine

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COVER STORY

Nothing is more fascinating than a child's wide-eyed anticipation of Christmas. The little lad mailing his letter to Santa will live in agonies of suspense until the morning of December 25.

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TRUSTEES AND THE TEACHER SHORTAGE

The Alberta School Trustees' Association is proposing a threefold program for reducing Alberta's teacher shortage. Here is a digest of the three proposals which the trustee organization is advocating:

1. Lowering the Grade XII examination standards to permit a larger number of students to graduate and qualify for admission to the Faculty of Education.
2. Creation of a short course for Grade XII graduates in order to staff all Alberta schools with persons designated as teachers.
3. Permanent certification for all teacher candidates following one year of training.

By pressing these recommendations for changes in admission requirements and for teacher education, the trustees hope to attract more high school graduates into the teaching profession. From our point of view, the end result of these patchwork proposals can be only to decrease respect for teaching, and bring inferior personnel into the classrooms.

A Vicious Circle

Lowering standards which are already low is nothing short of nonsense. Lower entrance requirements mean inferior teachers. Inferior teachers mean poorer teaching. Poorer teaching means poorer students. And this is what the trustees recommend for Alberta students.

A Short Course

The proposal is that Grade XII graduates be admitted to a short course in teacher-training and that they be permitted to take charge as a qualified teacher in a classroom. We assume that a short course means something less than the one year of training which is provided for persons who wish to obtain minimum certification. Probably the trustees have something like a six to eight weeks' course in mind.

Proposals such as these are not new. The trouble is that they show clearly the complete lack of concern for what may happen to students under the direction of untrained personnel. That they show just as

clearly a complete lack of respect for the teaching profession is probably incidental but is more disappointing coming from those who are charged with the responsibility of public education.

From the preamble to this particular resolution we learn that no particular training is necessary for a primary teacher. We are told that competent high school graduates are available who are both willing and capable of devoting some years of their lives to the education of the younger generation to the advantage of our children and in the best interests of Canada. The only deterrent in the path of these eager young people to the role of the teacher is that they do not desire to become professional teachers. What rubbish!

The public would not let eager young people who do not wish to become doctors, lawyers, or dentists attempt to treat our children. Equally important as the health of our children is the training of the mind, the molding of latent ability and the development of a future useful citizen. A public concerned with the education of its young just doesn't let rank amateurs dabble with young minds.

Debasing the Teaching Profession

Career teachers, and there are thousands of them in Alberta, cannot help but resent this continuous assault on the status and prestige of their chosen profession. Under the guise of emergency, relentless pressure is being directed at entrance requirements and the training period, when every move should be directed to increasing the admission requirements and applying some degree of selection to the applicants. No profession on earth can retain qualified, professional personnel when pride in the vocation has been destroyed.

Retention not Recruitment

The trustees and the public they represent would be wise to concentrate on keeping the teachers they have. The enormous wastage of trained teachers over the years is the principal cause of this and any other teacher shortage.

There is no shortage of teachers—just a shortage of teachers in the classroom.

We submit, as we have over the past two decades, that when the status and prestige of the teaching profession is as great in fact as it is in fiction there will be no shortage. That day will come when admission requirements are as rigid as those of all professions, when the training is as exacting and as thorough, and when the graduate teacher commands a respect and a standard of living enjoyed by other professional persons.

The Middle Way

ERNIE HODGSON

A blend of Christ, Socrates, William James, and Pogo—that was the enterprise teacher. At least, that's what he was supposed to be. "Produce clean, upright, clear-thinking, well-adjusted, socially-acceptable, red blooded, one-hundred-percent Canadians," said the Course of Studies in effect.

The Infant Tyro thumbed through the Course. He considered All Knowledge, Many Children, Few Reference Books. He considered the General Environment. He considered The Local Situation, too. Then, like Leacock's horseman, he rode off in all directions at once.

With the passing of the years, many teachers and "educationists" think that they have brought some organization to the Tyro's sad techniques, his "ordered chaos." They think, for instance, that scope and sequence charts (Grades I to XII) and more unabashed formal teaching have taken much guesswork out of Social Studies; that Social Studies curricula all through the grades are less haphazard than of old. And yet, are the curricula really less patchworked? If one of the aims of our educational system is to give each child certain common fundamentals, just how uniform is the work covered in each school in each grade of this province?

The Grade VIII Social Studies teacher—can he really depend upon his incoming pupils to have certain fundamental facts, theories, stories, generalizations? I think not. Can the Grade XII Social Studies teacher firmly assess the knowledge of pupils coming to him? I think

not. Indeed, I know not. Can any one deny the assertion?

Why can't they? Because those who control the curriculum issue questionable instructions to teachers of Social Studies. "Here is a mass of material," say the curriculum makers, "You are to do so much of it. Under no circumstances are you to attempt it all. Suit the material you cover to your class and classroom facilities."

Thus the actual curriculum content is neatly vague!* The only certain thing is that teacher and class are to have "freedom." At the risk of sounding totalitarian, I'd say that the instructions are not specific enough, that teachers need more definite instructions, less "freedom."

I'll limit myself to the high school now. The Department of Education could say something like this to all Grade X and XI Social Studies teachers:

**I* If some of the curriculum's aims are not quite as vague as the content, they are certainly more pretentious; e.g. page 1, 'Bulletin II (Social Studies) for the High School.

"The task (of the Social Studies) is to help each student to develop a clear insight into our evolving culture, understand contemporary life, build a framework of democratic values, and develop his individual potentialities to the fullest. The minimum essentials of our Social Studies program include those experiences which are needed to accomplish this task."

Ernie Hodgson is on the staff of Victoria Composite High School, Edmonton. In this article, he argues for more definite instruction to teachers in curriculum bulletins.

"Here is your Course of Studies. For each grade there are certain specified minimum essentials; these can be covered by a good class in seven months. Some classes may take nine months to do the work, some five. Whatever the time used, once a class knows the indicated essentials thoroughly, teacher and class may pass on to other work—"enrichment," special projects, local situation dabbling.

"Do the essentials in any order you wish, by any method you wish." To insist that all teachers should use the unit method consistently, for example, would be unreasonable. Schools are artificial situations at best. Any method congenial to a teacher or class, and 'natural' in its effect, ought to be used.

"(Many teachers will realize that the above instructions on methods are a reversal of the Department's previous attitude. Formerly, the Department strongly encouraged imposing a definite form—the unit method—on indefinite course material, and Courses of Study were so arranged. Now the matter is mandatory, the form optional).

Uniformity and Variety

"The Department is issuing immediately a series of booklets that cover course essentials thoroughly. It is hoped that these booklets will build up the usually inadequate high school library, eliminate wasteful duplication of effort in 'research' by thousands of pupils and teachers, and leave all time to do course reading of a more valuable nature.

All students will be tested on the essentials in a province wide final examination."

The scheme outlined has various advan-

tages. First, having a uniform curriculum for the greater part of a year would help a student who moves from one school to another within the school year.

Second, nothing in a programme of minimum essentials would exclude securing student interest in the work; nothing in it would exclude the use of acceptable Social Studies techniques.

Third, since the scheme is characterized by both force and choice, the teacher with initiative would not be cramped in using that initiative; he could have both uniformity and variety in his work.

In the above regard, I might mention that the Alberta tradition of the teacher-made curriculum would continue largely unchanged. For, every high school teacher in the province has, according to his energy and his prejudices, been making his own curriculum for years. The Grade X and XI Social Studies courses, as constituted, forced such a situation. They still do, "revised" or not.

Fourth, in supplying plenty of fundamental reference material written directly to a course of study the Department would recognize in practice two things that it has until now consistently refused to recognize. One is that good teaching techniques require adequate reference material. The second is that true education, for all of us, comes from thinking about facts, opinions, theories, and not from the mechanical skill of grubbing for those things in books.

Since pupils ought to learn some research techniques, let them find information on optional units or on interesting sidelights of the compulsory work. (A teacher might say to a pupil or a

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Science and the Enterprise

WALTER H. WORTH

Assistant Superintendent Clover Bar School Division

In the interests of improving instruction, it is sometimes suggested that the teaching of science in the elementary school should be separated, to a large degree, from the social studies themes of the enterprise. However, the advisability of such a move is open to serious question. In fact, it is more defensible to suggest that science and social studies should become even more highly integrated—that the enterprise core of our programme should be expanded.

Research has shown that young children learn best when they deal with problems which are vital to them. In the solution of these problems they do not analyze their experiences into specialized types of subject matter, but draw from any field which has something to contribute. In general, this implies that educators need to think less about the minimum essentials of specific subjects and more about what these special fields can contribute to the life of the child. Specific to the problem at hand, it suggests that social studies devoid of science implications is incomplete; that science removed from its setting of social meaning is likely to become a series of unrelated bits of subject matter or poorly comprehended generalizations; that understanding and appreciation of relationships are more important than discrete learnings in any single field. Accordingly science and social studies assume their true roles, not as separate areas with opposed objectives, but as interacting factors in the solving of any social problem.

Indicated is a curriculum structured in terms of broad social problems or themes of social living, wherein a core of social

values is stressed. Emphasis would be placed upon cooperative teacher-pupil planning to insure provisions for special needs and interests. Science, like other specialized subjects, would serve as a source of knowledge to aid in the solution of a problem, or aspects of a problem, affecting human living. When conceived in this manner the problem of selecting specific content in science is solved, since what is studied is largely determined by the facts that children want to discover.

Choice of Study Important

Fears that science subject matter will be introduced only incidentally—perhaps only accidentally—need not be realized. The alert teacher, aware that intelligent participation in our culture is predicated upon an understanding of its scientific bases, can guide the children to choose problems rich in science subject matter and, once the work is launched, see that opportunities are provided to acquire all the important learnings. Moreover, the large and flexible time blocks characteristic of the core organization make it especially easy for the teacher to find the time to introduce science knowledge, apart from the planned projects, as the children evidence a need or desire for it in their day-by-day living.

Attention should also be directed to the fact that the definable educational values of science need not be lost sight of in this integrated programme. In fact, the following attainments will be realized more easily when science is related to chosen, purposeful problems and not taught apart from them: the child will

(Continued on Page 38)

Techniques of Guidance

J. C. Woodsworth, Faculty of Education, Calgary, and
S. C. T. Clarke, Faculty of Education, Edmonton

ONE of the most important investigative tools employed in school systems today is the intelligence test. Despite its incautious and careless use by a minority of educators, it maintains a popular position among psychometric instruments in modern guidance programs. The following discussion of this field may help the interested teacher in his work with this device.

1. Some Uses of the Intelligence Test

(a) One of the perplexing problems of teachers and administrators is whether or not to admit to Grade I students who are not six years of age. For it is generally agreed that a child needs a mental age of six and one half years to participate readily in the reader-type program which usually follows the "Before We Read" stage in Grade I. Since this means that an entering Grade I pupil who is six years of age must have at least normal intelligence to follow his grade's reading curriculum, it does not take much insight to comprehend the difficulties in store for a five-year-old of below average intelligence whose mother packs him off to school in the fall because he will be six before December 31 (a deadline acceptable to many school boards). Group intelligence tests such as the *Detroit Beginning*, the *California Mental Maturity*, or the *S.R.A. Primary Mental Abilities* are useful in indentifying pupils who may possibly have great difficulty with the normal Grade I program. However, most mature guidance organizations check these group ratings with individual intelligence tests such as the *Stanford Binet* or the newer *Wechsler Intelligence Scale for Children*, before enforcing any school board ruling based

on minimum mental age. Personnel administering the latter tests must have special training.

(b) Continued group intelligence testing at intervals during the rest of children's schooling brings in further evidence of the area in which each child's true intelligence probably lies. Interpreted wisely (see below), knowledge of intellectual status is a valuable aid to the scientific-minded teacher in his quest for maximum understanding of the school child. *The Otis Quick Scoring Tests* are still popular in this field, although some prefer the newer *Primary Mental Abilities* series which gives a profile-type view of the child's mental alertness.

2. Interpretation of Scores. How should a teacher or counsellor interpret and use intelligence test scores? The following considerations are important:

(a) Group test scores indicate a range of I.Q.'s rather than a precise figure; e.g., we cannot say student A (I.Q. 97) is brighter than student B (I.Q. 92). All we can say is that both are about average in their intellectual status. This interpretation is based on a factor called test reliability, or inaccuracy of measurement which frequently accounts for shifts of a plus or minus 5 I.Q. points on the basis of chance alone.

(b) One should bear in mind that low scores may be caused by (1) lack of motivation (the child is not trying), (2) physical discomfort (e.g., a stomach ache), (3) emotional disturbance (fears, worry), (4) language handicap (foreign language is spoken at home), (5) the child's not being test wise (he gets

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If you are looking for help with poor readers, read this

A Reading Experiment in the Clover Bar School Division

GRACE A. BURCHELL

A 1952 reading survey in the Leduc Elementary School showed that many pupils were functioning far below their grade level in reading. Dr. Jonason, the superintendent of Clover Bar Division, decided to provide reading instruction to these pupils in small groups. At the end of the university session he engaged a teacher, experienced at various grade levels, to provide this extra instruction in reading and related school subjects. A small room ordinarily used as the nurse's office was equipped for this purpose. Mrs. Coté, divisional librarian, selected several sets of basic readers not be used in the regular classrooms, copies of several of the simplified classics. Frank Beals' *Robinson Crusoe*, *The Three Musketeers*, and *Gulliver's Travels*; copies of the Core-Vocabulary Readers, *The Ranch Book*, *Rusty Wants a Dog*, *Smoky the Crow*, and *Planes for Bob and Andy*; and a number of attractively illustrated free reading books with easy vocabulary.

Gates' *Diagnostic Test in Oral Reading*, administered individually before classes were begun, showed the usual pattern of reading defects—inadequate sight vocabulary, lack of word attack skills, an inordinate number of reversals, and a general lack of rhythmic fluency in reading. Individually there were specific cases of limited comprehension due to poor speaking vocabulary, and cases of nervousness and emotional instability with a resulting inability to concentrate.

The pupils came in groups of five or

six for a quarter of the school day. From the reading materials available, books were selected and read orally by the children after word drills and phonic lessons had been conducted. Since the children in the groups all had problems there was a little embarrassment at reading aloud, with the provision of simple material self-confidence was gradually established. By the end of June nearly all had made considerable progress, although none were ready to return to their classrooms as "cured" cases.

Suspecting that, in many cases, the reading disability was due to mental retardation, Dr. Jonason advised the reading class teacher to take the course in Education 272—*The Psychology of the Mentally Retarded*—being offered at the University Session by Dr. McIntosh of Jarvis School for Boys in Toronto. This course, along with a great deal of reading in reference books such as Gates' *The Improvement of Reading*, S. S. Kirk's *Teaching Reading to Slow Learning Children*, and Dr. Fernald's *Remedial Techniques in Basic School Subjects*, provided helpful material for the next year's work. The kinaesthetic method described in Dr. Fernald's book, while very interesting and inspiring, did not prove practical with the slow learners, and was not used very extensively, but was used with individual pupils to help in fixing occasional sight words which had proved troublesome when presented by regular methods.

During the following year the programme continued with much oral reading, phonic drill, phonetic spelling, and comprehension exercises based on books and stories read. The pupils gained in self-confidence and in reading ability, and many of them took books home to read. The reading class teacher succeeded in maintaining a friendly relationship between herself and the pupils. They became keenly interested in their own progress. In some cases their progress was sufficient to warrant return to their regular classrooms, but the majority of the pupils referred continued to require extra help.

Until June, 1953, there was no provision made for intelligence testing of the pupils in the reading class. Then, Mr. Worth, assistant superintendent, administered the *Otis Quick-Scoring Test of Mental Ability*. The results, in most

class teacher took the second course from Dr. McIntosh, *The Psychology of Exceptional Children*, and audited the course, *The Psychology and Supervision of Reading*, given by Miss Lampard, Reading Consultant in the Faculty of Education. With the assistance of Miss Lampard and Dr. McIntosh a complete program for the reading class was drafted, and a requisition for more equipment and materials was submitted to the divisional board.

Special Equipment Needed

Encouraged by the success of the first year, both superintendents recommended that the additional equipment be purchased. Tables and chairs have been ordered to replace the desks, filing facilities have been provided, and a considerable amount of new reading material has been supplied. To help in the de-

Mrs. Burchell has attracted considerable attention with her work in remedial reading in the Clover Bar School Division. This is a condensation of a report prepared for a summer school course in 1953.

cases, confirmed the belief that the majority of pupils who were not benefiting by regular classroom instruction, were below average mentally, and under the system of year to year promotion would require special instruction or an adjusted curriculum throughout their school lives. In the other cases where the pupils were of average, or above average intelligence, the more serious problem of emotional insecurity was probably responsible for the reading disability. Feeling that these cases of emotional conflict were usually rooted in the home-background, Mr. Worth suggested making an active attempt to secure the co-operation of the parents. He also solicited the services of the Psychology Department of the University to secure more thorough testing of the mental and emotional factors involved.

During the summer of 1953 the reading

development of phonetic skills, the Board has purchased five complete sets of *Phonics We Use* (Books A to E), Hegge, Kirk and Kirk's *Remedial Reading Drills*, and Dorothy C. Page's *Secrets of Word Building*. For extra interest in vocabulary building we have *Dolch's Basic Sight Vocabulary and Picture Word Cards*, and *Dolch's Group-Sounding Game*; for development of comprehension skill the *Diagnostic Work Books* (sold by E. N. Moyer School Supplies), the *McCall Crabbs Silent Reading Tests* and *Readers' Digest Skill-texts* have been provided. *My Weekly Readers*, a children's newspaper obtainable for various grade levels from Grade 1 to 6, *Wide Range Readers*, and the *Health Series* of Disney books, provide interesting but simple free reading. Mrs. Coté also keeps us supplied with free reading material

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Who Is Going to Evaluate Them?

EMILY BLACK

ONLY two kinds of people ever attempt to classify a teacher's comparative "merit of proficiency":

1. One is the fellow who has never seen behind the teacher's desk;

2. The other is the fellow who is irked because his little doll wasn't the Queen of the May.

Which Is Better?

For, regarding merit or proficiency, who can compare?

Miss White is a teacher of scholarship. Her children progress two and one-half years in scholarship for every year she teaches.

Miss Redd is a sportswoman. Her boys know fair play. They can take a loss without quitting the game or losing grace in any way. They can see a teacher who is sometimes an inefficient referee make a mistake—an obvious one—to their disadvantage without yelling or yapping, and then can win a game without gloating or calling the losers disreputable things. They never hurt the feelings of one of their team who knocks a fly or who fumbles the ball, and they don't cry when they draw the class "boob" to be on their team. This sounds very simple if you have never taught underprivileged children.

Miss Blue is a gentlewoman. Her uncouth little boys learn to clean their fingernails and her little girls learn to comb their hair. Etiquette escapes being classified as "sissy" in her classroom and the children listen to a well-modulated lady when she speaks to them. They tend to take on some of her characteristics.

Miss Grey is a sweet, motherly woman whose little girls receive from her the

caresses and affection they need so badly, and whose little boys—even—do not resist her loving overtures. You think that is easy? Try it! Miss White's approach falls flat, and Miss Green creates a circus trying the same thing. Many children need affection badly.

Miss Christian's children learn to tell her the truth even when they are in the wrong and they learn not to steal in her room—because she is a gentle, Christian influence on them. Her spirit penetrates their little souls.

Miss Green is a magician. Beneath her hands walled cities arise. Haroun Al Raschid rides again. Her children watch the Moslems. They see witchcraft rise and fall. They applaud Ivanhoe. They mourn for Cosette. They watch Columbus and many, many centuries of government, religion (carefully coddled so as not to provoke thought—only as a guiding light always), folklore, and history pass before their enchanted eyes. They learn to love all that democracy stands for in their minds, but that is just where it stays until Miss Redd bats it into the baseball diamond. Maybe she pitches it there. Only she can tell you.

Now who is going to evaluate these teachers?

Intangibles Can't Be Measured

Nobody but the other teachers can see what these teachers contribute—sometimes even they can't. Miss White, who is the only one you can evaluate by testing where it shows, can't see what any of them contribute except herself. Yet such is the relationship of learning to environment; children cannot live daily under the influence of a good man or woman without gaining something.

Disciplinarians Needed

Perhaps even the teacher who "teaches brats because she knows no other way to make a living contributes something. Teachers do not enter the arena with that attitude. The first and most crying need of many classrooms is a good disciplinarian. Such classrooms tend to produce this kind of teacher.

There is an ashy, gritty friction to your nerves and teeth after the boys say something to you, for a certain number of times, that sounds like "chicken and tomatoes." Someone tells you this is not a compliment. Heaven forbid that we seek translations! You try to appeal to them as gentlemen, and so on, and so on, but in some cases Santa Maria has to recede to make room for Elijah.

About the time they begin adding "madre" to this salutation, you gain a muscle tone and a nervous tension that can be relieved only by the pleasure of soft hair in one hand and the smart, brisk sting of the impact of the other hand on bare flesh.

Some western movie fans come to school for the sole joy of seeing how far they can drive the teacher, and whether she can handle an obnoxious situation. They wonder if you can identify whose falsetto this is, or who is whistling when you turn your back, or whose feet are stamping up and down, and whether you are on to the fact that they can make noises with their mouths shut. Just as they would torture a small animal that fell into their hands, they want to see what you will do in case of any situation that they can provoke. This is great sport to them. This is why they come to school. Or else they didn't want to come, and they are going to take it out on you.

Scholarship and Sportsmanship

That scholarship is a very fine thing there is no doubt. Schools were supposedly based on it originally.

But sportsmanship is important too. Sportsmanship can prevent murder. You realize that the day you find that two of

Many teachers believe that merit rating is impractical. They point to the subjectivity of such evaluations. Some of the facts are outlined in this article.

your big boys have got one of your little boys down and done something to him so unspeakable that no one will tell you what it is. His little lungs are swelled with something, and his face is pale. His eyes are red-rimmed, and he stands a funny stiff way and says between difficult, heavy, sobbing breaths that tomorrow he will bring a knife. Sportsmanship could have prevented that.

Other Values Important

Gentleness is necessary too. When you see a child shrink into abjection because he cannot justify his birth, and you see the terrible desperation and the feeling of futility in his eyes, you know there is some merit in etiquette. These children can develop psychoses.

I can't prove that children need affection, but any psychiatrist can take that one on.

If you don't already know the value of truth and honour, I can't explain Miss Christian's value either, but I can refer you to your pastor or your priest.

Perhaps Miss Green is the only purely decorative one. But is it not worth something to have history and literature become alive and vital?

Even the teacher who handles the "brats" is important. What the department of justice is to the nation, she is to the school system. If religion, sports, letters, and etiquette can gain no ground, the armed forces must move in.

Who will evaluate these teachers? I quote a professor, J. Lloyd Read: "Deliver us from those whose firefly light They claim will clear from o'er our heads the troubled night That yields reluctant to a thousand suns."

Our Imperfect High Schools

H. E. SMITH

Dean, Faculty of Education, University of Alberta

ANY wide-awake visitor to our province, especially if he reads the newspapers, must conclude that our schools are in a bad way indeed. The daily papers have shown a notable restraint in publishing anything but criticism. Facts are held to a minimum. The emphasis is upon vague and sweeping generalizations. The cliché and gilt-edged phrase are thrown in for good measure. The incautious reader is bound to be attracted and impressed.

The criticisms offered ring the changes on one constant theme: the inefficiency of the schools. The schools, it is said, attempt to teach too many things, and mostly the wrong things. It is asserted that students, either graduating or dropping out cannot write legibly, cannot compose a simple letter, cannot spell, cannot do simple addition, and exhibit at very best but a faint interest in the work they are hired to do.

Now these charges are impressive if they were proved. But no evidence has so far been offered beyond the say-so of employers and of some university people. Every thoughtful reader would welcome some facts.

Current Criticisms

About these criticisms two things must be said. In the first place, the ability to spell or to do any of the things mentioned is a pretty relative business. There are a dreadful lot of words in the English language. I fancy Noah Webster himself must have "hem'd" and "haw'd" over a few of

them. Even University professors are known to take the occasional sly peek at a dictionary to check a spelling. As for our grown-ups the product of the wonderful schools of a generation or two back —well, they present little reason for self-pride. In any case, the public schools can scarcely be finishing schools for all manner of business. Employers must have some training responsibilities.

Then, in the second place, and in the absence of absolute standards, the matter really boils down to a comparison between the present generation of students and those of some decades or centuries ago. On this point there is considerable evidence and the facts speak for themselves. Many careful studies have been made which cannot be reviewed here. They were summarized on a radio series last year. Professor Dunlop did a fine job of presentation, and a copy of his talk may be had on request.

The evidence must have displeased our newspapers. They appear to have overlooked it. The upshot of all these studies was that the basic skills—the three R's plus spelling—are mastered somewhat more adequately now than they were a century ago, fifty years ago, or even a generation ago. With these data in mind, I find it hard to listen with much sympathy to the lamentations of the schools' critics.

So much for that. I really didn't want to spend time on this type of school criticism at all. But before proposing my own criticisms I should, so I thought,

Dr. Smith thinks that criticisms of our schools are often sweeping generalizations with little foundation in fact. Our schools, he says, are doing a good job in the face of enormous difficulties.

let you know that I for one can't go along with the charges made by newspapers, business men, and even some University professors.

Overstuffed Curricula

In point of fact I do not propose to criticize at all but rather to point out two, shall we say, imperfections. And I shall try to show that these imperfections not to be charged to the schools, but instead to society at large. If the fine old Victorian era had only carried on for another half century or so, we should have no school problems at all. In my own school years—at the beginning of this century—the schools were perfect. Not a breath of criticism; never a suggestion of change. The world was stabilized and happy. Youngsters went to grades six or seven or eight—a few to high school. In high school you met only the studious fellow—the one who found book learning fairly easy and sort of satisfying. If a fellow failed at any point, well, it was his fault and no one else's. Classrooms were simple to the point of austerity, school programmes were cut and dried, teachers were above reproach. What happy times for everyone!

But Victoria did not live long enough, or perhaps if she had she couldn't have stemmed the rising tide of Industrialism. Like her predecessor King Canute she might even have pointed to the difficulty of controlling natural forces. Nineteenth century industrialism grew but slowly on the toiling backs of men and women; the twentieth century rushes forward on the wheels or wings of coal, gas, and jet engines.

So new times, new modes: new modes in living and working and amusement, and new modes in training for a dif-

ferent age. Whether the schools should attempt an early training in commercial work, homemaking, industrial arts, fine arts, and the dozens of other things they do attempt is a moot question. My opinion is that they have had little option in the matter. The public has made demands and is still making demands. And who knows the answer? If protests are to be made about these frills why shouldn't they be aimed at the Department of Education, or at the public, where the responsibility rests? The schools are simply doing their best to carry out orders and in my opinion are by and large doing a really good job in the face of enormous difficulties. Critics are barking up the wrong tree; aiming their shots at the wrong target. Most teachers would, I am confident, prefer to teach the old fashioned subjects—literature, grammar, mathematics, science. These are so easy, so routine, so uncomplicated. They would prefer also, I am sure, the old easy way of getting rid of weak and troublesome pupils—by the simple process of failing them. My teachers of the 1900's were exemplars of the leisurely way of life: urbane, courteous, masters of their subjects, just pleasantly and casually interested in their students. No counselees for them, no social functions to perform, no extracurricular activities to sponsor, and the formula of school discipline was simplicity itself: conform or out you go. No wonder these happy teachers were fresh and vigorous when they locked the doors at four p.m.; fresh and vigorous at forty years of age; and still vigorous at sixty-five. Well, the schools may be doing the wrong things, but many teachers would rather **not** be doing them. This imperfection if such it be, should be charged

(Continued on Page 51)

Is It Only Babies?

Adapted from C.E.A. News Letter

"The major cause of the shortage of teachers may be summed up in one sweet word: babies!" That pointed sentence from Messrs. Rivers' and Jackson's lead article on "Teacher Supply in Canada" in *Canadian Education* for June has been widely quoted in the Canadian press. The article shows that the shortage results from the shallow manpower pool—the product of depressed birthrates in the depression thirties—from which new teachers must largely be drawn in the face of rapidly-climbing post-war birthrates. The article also marshalls impressive evidence to make it abundantly clear that the present shortage is by no means an emergency situation of short duration. The authors conclude that "the crisis in teacher supply . . . promises to be with educationists for so long that they will become accustomed to it and recall with nostalgia the relative peace and serenity of the year 1953."

All this is disturbing reading. There is a danger that it may also be reassuring reading. If the situation is that bad, and if the basic facts indicate that it is to become even worse, then education must be adjusted to it. Every effort will be made to recruit more teachers, but since the shortage is inevitable, it will have to be accepted as such.

But is it only babies? What about drop-outs: teacher drop-outs? **Recruitment and retention**—not simply recruitment—equally affect teacher supply.

If it were possible to work towards an average professional life for teachers of twenty years, the teacher supply situation would be vastly improved. Twenty years might perhaps be optimistic, in view of the high proportion of women now in the profession. The following figures, however, show the effect of such a twenty-year period on teacher supply.

In 1952-53 there were approximately

95,000 practicing teachers in the public schools of Canada. At an average professional life-span of twenty years, that would mean that this fall 4,750 new teachers would have been needed to replace teachers retiring or otherwise leaving the profession. Using Jackson's and Rivers' estimate of new classroom requirements this fall in Ontario as the basis for a Canada-wide estimate about 5,100 more teachers were needed this September for new classrooms. Total number of new teachers needed, then, would have been 9,850.

Yet there were actually 11,092 students in their final year of teacher training in Canadian colleges and universities last year! Allowing for ten percent failure among those students, last year's graduating crop of new teachers numbered 9,983.

Canada's shortage of new teachers this fall, then, if the average professional life of teachers were twenty years, would not be a shortage at all, but actually a slight surplus.

If the average teacher practiced for fifteen years instead of twenty, this fall's shortage would only be about 1,450: still a gloomy picture, but far brighter than the actual shortage of probably five times that amount.

Mr. Rivers and Dr. Jackson have rendered substantial service to Canadian education in their analysis of basic difficulties which selection and recruitment programmes must face. Their article is being used as a stimulus for wide discussion throughout the province.

On the positive side, however, must we not consider retention as well as recruitment, teacher drop-outs as well as babies? Little can be done about the birth-rate, but perhaps some definite action could be taken to reduce teacher drop-outs.

Ed. Note—Emphasis ours.

If you read this you will learn what a "Klobber" is

A Bit of Humour

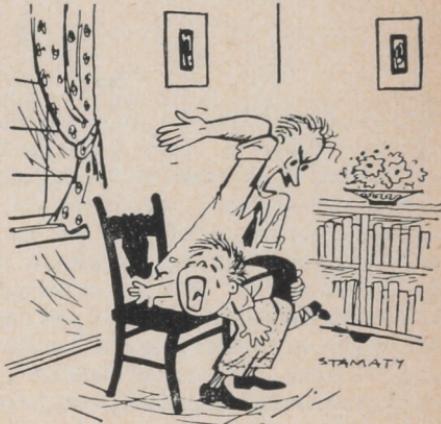
BENNETT CERF

Reprinted from The Saturday Review

Dear Bennett:

Do you remember, one lovely starlit evening on the desert a few weeks ago, our discussing at some length and with a good deal of parental acrimony, the proper method of bringing up children? That usually discerning and extremely wise lady, your wife, disagreed violently and somewhat haughtily, I thought, at the method we use in our house, but I thought you showed unusual interest in our experiment and silently longed to apply it yourself, so I pass it on to you and to any other frantic and harassed parents who, like ourselves, were nearly ready for the booby-hatch until The Klobber Method came into our home.

The Klobber Method was discovered, or rather invented, by Ernest J. Klobber, a Viennese psychiatrist who, at the time of the discovery of the method which was to bear his name, was a staunch believer in the modern and accepted formula for rearing children. Give them a reason for everything—watch out for traumas—plenty of love and security—and never a harsh word. So great an exponent of this formula was Professor Klobber that, at the time of his discovery, the Professor, who has six children of his own, was about to be carted off to a sanitarium in a state of complete nervous collapse, a condition any modern parent will understand at once. As the stretcher was being carried out of the house one of the children aimed a kick at it which, with unerring childlike aim, landed exactly where it was meant to land. The Professor, though thoroughly used to being kicked by his children, was under mild sedation at the time and it may have been this that caused a curious reflex



"This will teach you not to hit people."

action on the Professor's part. Bringing his arm up from the stretcher, he brought his hand down with a good sharp crack on the child's head. There was an anguished howl from the child—first time in its life no reason had been given for an action—but the effect on the Professor was startling. He leaped up from the stretcher and gave each of the other five kiddies in turn a good smart crack over the head—a Klobber, as he afterwards termed it—and never went near the sanitarium. Instead, in suddenly excellent spirits and health, he began to develop The Klobber Method. No reason was given for anything. "No" meant "no" and "yes" meant "yes," and trauma or no trauma, at the first hint of an argument the children got a Klobber, and life, for the Professor and his good wife, was livable for the first time since the patter of little feet had thundered through the house.

Like all great discoveries, however,
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Is your convention as good as it could be?

We Took A Good Look at Our Convention

EDWIN MCKENZIE

Secretary-Treasurer, Medicine Hat District Convention

THIS year, for the first time, we made an effort to have a systematic evaluation of our convention. In other years we have had to go on the rather uncertain system of asking a few teachers whom we knew well to criticize the convention for us. This system, or rather lack of it, offered us little to go on in the way of an organized body of opinion, and we were never sure whether any change we made was good, bad, or indifferent.

The evaluation slip, which was passed out to the teachers at the end of the last session of the last day, asked the teachers to fill out the following questionnaire.

"What did you think of this convention? Please be frank. You need not sign your name.

"1. How did you feel about this convention? (Check one.) No good _____
Mediocre _____ All right _____
Good _____ Excellent _____

"2. What were the weaknesses?

"3. What were the strong points?

"4. What improvements would you suggest in the operation of the next similar convention?"

Of the 250 some odd who registered at the convention, 116 turned in their evaluation slips. On the whole the teachers showed that they were interested in the convention. The ideas expressed were constructive, although some were contradictory, and some ambiguous. A few indicated that they were not concerned whether the convention was

good or bad; it was just another necessary evil connected with being a teacher. Fortunately there were not many of these.

The rating of the Convention as a whole was as follows:

No good	0
Mediocre	8
All right	30
Good	66
Excellent	8
No rating	4

116

Workshop or Traditional

For the last few years we have attempted an increasing use of the group system, and for the last two years this part of the convention formed the major share of the programme (twice as much time is given to group sessions as to the speakers). As the use of group dynamics in our convention is a relatively new departure, it is taking some time for the teachers to become acquainted with the principles involved in it. Many of them would still prefer to "sit and be talked at," but each year more are swinging in favour of the group sessions. Our evaluation showed that the teachers who remarked on the group sessions favoured them by 52 to 15. Not too conclusive, considering that almost one half of the evaluatees did not comment on the group sessions at all, but it does encourage us to continue using them.

We were fortunate this year in having

enough speakers and superintendents so that almost every group had the use of one or more of them as consultants for at least part of the time. It made the teachers feel that someone who had more experience than they had was there, willing to give them some authoritative answers to their problems.

Our speakers this year were rated very highly by the teachers. Miss Lampard, of the Faculty of Education, was particularly well received for the talk she gave to the general session. Her topic, "Action Research" was one which any teacher could follow through in the classroom, and there were countless requests for printed copies of her material.

Group Sessions Help Speaker

Undoubtedly the fact that more teachers were able to meet the speakers in the more intimate atmosphere of the small group sessions counted greatly for the popularity of the speakers this year. Too often they are heard only in the general sessions, and thus remain on an "ivory tower" level as far as the average teacher is concerned.

More Active Participation

Our convention is still far from being perfect. Too many teachers still exhibit a lack of professional ethics by skipping sessions, or by adopting the attitude, "there's nothing in the convention for me, so why should I attend?" Our group sessions are still inclined to be dominated by too few speakers and in some cases to be devoid of comment. But we are learning. We hope that as the years go by more and more of our teachers will become better acquainted with the "group process" and thus the sessions will become more prolific and constructive, and less and less inconclusive.

Suggestions

For the information of other convention secretaries and teachers who may be interested, the following were the strong points of the convention:



1. The use of the group session technique.
2. The use of lay speakers in a panel to introduce the topics in the Junior and Senior High School.
3. The use of the speakers and superintendents as "consultants at large" in the group sessions.
4. Our book display.

Book Displays

This last idea may be useful. Some years ago we prevailed upon one of our teachers to take charge of a book display. Reluctantly he did so, but now he has built it up by writing to various publishing houses as well as to the School Book Branch, until he has a thriving business which required several assistants to handle the volume of orders.

Our teachers conventions have come a long way from the days when we met for two days to be talked at by superintendents and other educational authorities. We have found that an atmosphere of free discussion on problems which are common to all is much more informative and practical. But we still have a long way to go. Perhaps if other convention groups would submit those ideas which they have found practical and well-received then conventions all over the province would benefit.

President's Column



Every teacher should read the Code of Ethics as published in the November issue of *The ATA Magazine*.

There is no question in my mind of a teacher's desire to live within our code. There is, however, often the question of how to apply our code to specific instances.

By raising the question of revision I do not suggest that our Code is a poor one; on the contrary, I think it is a real professional code. However, it deals with broad general principles and the concern of many teachers is with specific problems. Perhaps we could examine a number of incidents, apply the section of the code which is relevant to determine just how a teacher did re-act, and then speculate whether the intent of the particular clause or section was observed in each case.

Our first section says, "The teacher is courteous, just, and professional in all relationships." I assume this means relationships with everyone, students, colleagues, and public, no matter what the provocation may be to do otherwise.

It seems to me that either by gathering particular instances or anonymous case histories of problems relating to

ethical behaviour and then studying the reactions of various people, we might be in a better position to consider revision. A general statement or objective is very good, but are we certain that our actions will be accepted as courteous, just and professional by others of our profession and by the general public?

It should not be too difficult to set up hypothetical cases or incidents. Send a list of these to a number of teachers and ask for their reaction to the situation. Questions such as, "How would you respond to this situation?" might be asked. It is conceivable that different persons would react differently. List these reactions. Have them studied by a group which could classify the answers. From this would come an actual appraisal of courtesy, within the meaning of this section. Such could serve as a guide or enlargement of what is the most desirable.

Perhaps a better method would be to list actual happenings. Many of these are very similar. "What did each individual do under the stated circumstances?"

No doubt the answers will vary even if each individual tried his best, within his own knowledge, to be courteous, just, or professional. These could be studied to determine acceptable or approved reactions.

After these had been compiled, assembled, and catalogued a list could be prepared for submission to locals and sublocals. A study could be made of the data provided. If such data involving cases of courtesy, justice, and professionalism had been distributed about the hypothetical and/or actual cases, we, as teachers, would be better acquainted with the explicit meaning of each section within our code.

LARS OLSON

Los Angeles Opinion Survey

Adapted from Science Research Association

MORALE of nearly 14,000 Los Angeles City School teachers and administrators is generally good but the lack of direct communications with employees is the biggest problem facing the Board of Education. Lyle M. Spencer, president of Science Research Associates of Chicago, told school authorities these and other significant results of the Educators Opinion Inventory at a recent meeting.

Spencer revealed that his organization had spent two and one-half months analyzing by scientific tabulation the data supplied by the 13,867 Los Angeles educators who were polled last March 17.

"From the more than 2,000,000 responses to the 150 questions, we learned a great deal about how teachers feel towards their working conditions, their pay and benefits, and their degree of satisfaction with the school programme as a whole," Spencer said.

In making a final report to the School Board, Science Research Associates applauded the forward-looking attitude of the Board in using the inventory as a means of objectively determining the assets and problem areas of its school system. The inventory, the first comprehensive morale survey ever made by a large metropolitan school system, combines the techniques of public opinion polling with that of psychological testing. It was developed by Science Research Associates after sampling employee attitudes in more than 800 industrial groups.

Spencer revealed that the Los Angeles survey met with enthusiastic response from participants who were polled at 70 centres throughout the city during school hours.

Although the morale level of Los Angeles City teachers is generally good, many educators expressed dissatisfaction with the benefit programme, the adequacy of provision for individual pupil differences, and the lack of consideration given by Board members to suggestions of the professional staff.

Pin-pointing the need for better direct communication and better understanding between the School Board and the teachers, Spencer said that only 27 percent of the teachers understand the retirement provisions, only 19 percent are satisfied with sick leave provisions, only 30 percent believe classroom teachers get enough help on remedial problems, only 25 percent believe available pupil counselling facilities are adequate, 70 percent believe there is insufficient help for difficult discipline problems, and 93 percent believe there is insufficient classroom teacher time for remedial work.

In commenting on their feelings toward the School Board, 89 percent of the teachers said that local pressure groups are over-influential in determining board decisions, 76 percent said that the School Board sometimes ignores their suggestions and complaints, and only 39 percent said that they believe the School Board is genuinely interested in improving the educational programme.

In weighing the above responses, Spencer said:

"In our attitude studies of employees in business concerns across the country, we have frequently found a similar questioning attitude toward top management on the part of employees in large multi-plant businesses. This reaction occurs in these huge concerns partly because communications problems are par-

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Teachers at the Wailing Wall

WILMA MORRISON

School Editor, *The Oregonian*

ONCE thought all the teaching profession needed in its campaign for recognition and new recruits was a good press agent. I still think advertising would help, but doubt if there is a huckster alive who would attempt the assignment in the face of the sabotaging now the vogue in the profession itself.

At the risk of being misunderstood and of getting the quick-freeze treatment at the next faculty shindig, I am raising the question: Are teachers, day by day and careless word by deliberate misstatement, selling their profession so short that all gains in pay won't avail to stop the tide of young students away from teaching?

It's the wailing that does it. A minority wailing—but how it carries!

I don't mean the kind of healthy and inevitable griping that goes on in every office—the panning of bosses, who, so-help-me, are too stupid to be anything but bosses; nor the complaints about wages always present in any business. I mean the dismal, I have given (or am giving) the best years of my life and look what I got out of it moaning that shows up at clubs, in street car conversations, teachers' meetings and every now and then, in a sensational newspaper or magazine article.

It is a pervasive miasma, killing the enthusiasm of young persons for education before they ever find out what teaching is. It is particularly bad business right now when, throughout the country, taxpayers are becoming more alert than ever before to their duty to the schools.

Youngsters, especially girls, don't say

to themselves as they leave high school or enter college, "I would like to be a teacher, but \$200 a month isn't enough to start with and \$400 a month isn't enough to wind up with after twenty years." Two hundred dollars a month looks like a nice fat sum to most of them, and more than they could get starting at advertising, retail sales, journalism or any one of the other professions in which, moreover, there is no assurance of walking into a job on graduation.

Work Must Satisfy

In spite of publicity to the contrary (and it was very necessary and justifiable publicity in getting the teacher salary climb started) kids pick their vocations for the satisfaction they think they will get doing the job.

How else explain the journalism classes at Oregon State and at the University of Oregon where for the past two years, professors have called for speakers from *The Oregonian* staff to come down and discourage the crowds of students bent on graduating into newspapering. If it were money, primarily, which lures the young, those classes wouldn't be jammed. If it were such inducements as short hours, long vacations, rest rooms or any of the "ideal" working conditions the teachers complain they lack—that attract, those kids wouldn't stand in line for journalism. Because they know full well the profession, if it is a profession, offers them none of those things.

But still they come—undeterred by veterans who tell them they can't get on the big papers, maybe not on the small

Here is an article which will annoy some and challenge others. **Wilma Morrison** thinks that many teachers sabotage their profession.

ones except selling classified; undiscouraged by the word that they will pound out seven yards of obituaries and club notices for every half-way decent assignment and will wind up, after twenty years with nothing to show for it but a green eyeshade and a splintery chair on the copy desk.

Why? Because they think people on newspapers have a good time on their jobs. This, in spite of the fact reporters are masters of the world's fanciest and purplest griping. Their kind of complaining makes no dent in the young and hopeful heart because it is plain as the deadline wrinkles on the reporter's mug he wouldn't do anything else in the world except newspapering—not as long as he can keep eating.

Most Teachers Like to Teach

There are plenty of teachers who wouldn't do anything else in the world except teach, thank God. Persons who, when they talk about their jobs make you envious of the full lives they lead. But their voices get lost in the recently amplified wail of "Lo, the poor teacher."

My own youngster, fourteen, and a freshman, announced last week he has finally made up his mind and is going to be a teacher when he grows up. Not just a coach, though that is part of it, but algebra, social studies, and coaching. There is only one reason for this decision. The finest people he knows and the ones with whom he had had the most fun are his junior high school teachers.

He is quite sure, from his year and one half in this sub-high school empire, that teachers have (1) the best sense of humour, (2) more enthusiasm and energy, (3) the most fun of any adults. Ergo, who wouldn't want to be a teacher? He is dead serious about it and, unless

he gets the stars knocked out of his eyes as he moves on into some other group of teachers, I have no doubt but that he will go into education when he hits college.

Probably the most insidiously damaging teacher complaint (and there is nothing exclusively female about it) is the one that the public ignores her—is ungrateful, regards her as without status in the community.

When the journalist rolls his eyes to heaven and calls on God to witness that he has given his life to writing and has nothing to tell his grandchildren except that for thirty springs, he was the guy who heralded in the first trillium—no one feels sorry for him. They don't believe him even though, if you throw in the first swallow and the biggest tomato stories, the poor devil is probably speaking the truth.

When the teacher or principal complains, sometimes in print, that no one appreciates him, that he is an unrewarded slave to parents who never speak to him except over a report card, it sounds an ignominious position and the young person, seeking a life work, says, "Nuts to that—who wants to be a worm?"

Not Lack of Appreciation

Of course, there is nothing down-trodden or ignored about today's teachers—except in the minds of some of them. But the kid, like the rest of the world, takes you at your own estimate and it isn't surprising if he shies away from any profession that is apparently so sick it has to call constantly for help—either for its purse or its position.

Are those teachers who complain they have no social place in the community

(Continued on Page 61)

Group Dynamics and the School Staff

FRED P. BARNES

Assistant Professor of Education, University of Illinois, Urbana, Illinois

Reprinted from The Education Digest.

OUR democracy will work only as its citizens learn to make it work. Fortunately, in the last decade we have learned a few concepts and techniques related to the dynamics of good human relations. We don't know very much about this field yet but it is evident from research data and reports of practice that we know enough to develop groups of vitality and efficiency in doing the jobs of our society.

Such concepts and techniques have particular significance for school staffs. Today's teachers are the tutors in human relations and group work for tomorrow's adult citizens. As teachers grow in ability to understand and use the dynamics of group relations, they will communicate their insights and concepts to students. Furthermore, as teachers and administrators learn effective techniques of productive group work, democratic school administration will advance from a generalized ideal to a specific reality.

Development of ability in group processes is not easy, but there is no mystery about it. The basic insights we now have into the inner clockwork of group dynamics are well within the understanding and use of all school staffs. What, then, are the concepts and techniques which may be employed by any school staff to develop meaning and productivity in their group relations?

Most reports of experimentation in group work with school people seem to

be squarely based on four postulates related to the values of our society and the nature of individual growth and learning in that society.

Four Factors in Group Relations

1. That human relations of highest value are based on democratic ethics. For school people this implies that interpersonal relations should be those of professional equals, not those of a status hierarchy.

2. That group productiveness is best achieved in a permissive environment. Closely related to the first postulate, this concept assumes that groups should determine their own goals and methods, not have them restrictively set for them.

3. That individual growth and learning are best fostered in a group climate hospitable to change.

4. That individual teacher growth is a necessary condition of curriculum development.

Acceptance of the frame of reference provided by these four postulates does not alone guarantee efficiency. The first condition of group work logically, is that of having a group and not a mere aggregate of individuals. Groups must be grown; they do not evolve casually through routine meetings and chance socializing. As a group grows to become more than the sum of its individual personalities distinctive group structure becomes evident through shared goals, common aspirations, and common abhor-

rences. Group structure emerges as it is deliberately worked for.

Functions of Leaders

The roles leaders and members play contribute greatly to the maturity and efficiency of groups. A few discreet jobs for leaders and members have been suggested by students of the group process. These jobs are deemed to have direct bearing on group well-being.

The group leader has two simultaneous functions: that of directly helping the group to a greater maturity and production (process) and that of helping the group to awareness of solutions to problems (content).

In performance of the process function the group leader will aid the group in attaining desirable growth. He will assist group members to make group-oriented rather than ego-oriented contributions. He will help the group evaluate itself in terms of production quality. He will emphasize by his own leadership that leadership is a function instead of a status position. As a group matures the leadership will be a shared function, passing from one group member to another as differing knowledges and abilities are needed.

The group leader's content function calls for attention to the promotion of genuine group decisions and actions. The skillful leader will guide groups to make decisions based on their own insights. He will open the channels for intercommunication. The content quality of group production can be facilitated through complete access to necessary information.

Group Members Have Jobs

Group members have their jobs also. No group will grow much with passive members. Members are responsible for the preservation of a permissive environment. Individual group members may dominate the group through attitudes of superiority, blame, and the like. All group members should help each group member prevent such restrictions on freedom of movement. Group members do not sit silent. They are willing to

Dr. Fred Barnes was ATA guest speaker at the First and Third Edmonton District, Two Hills, and St. Paul conventions in October.

contribute problems, resources, and solutions. They are ready to clarify, resolve tensions and dilemmas, and point up issues. All these functions are closely related to the heart of group production. Group members develop self-discipline in keeping "on-the-beat" and pushing group thinking forward. This job is also closely related to that of restraining from oratory, time hogging, and the like.

Groups Must Learn

Of course few groups start with an orientation, leadership, or membership ready-made to function maturely. But it is well to increase in efficiency and accomplishment as rapidly as possible. There are some techniques which have been found useful in speeding the group growth process. Much research evidence points to the high value of each group's proceeding on an experimental, creative basis to discover and analyze its own dynamics. This very introspective function, educative itself, might be viewed as one of the most persuasive techniques for building effective groups.

Two Jobs

Two specialized jobs which may be assigned to group members are those of process observer and group recorder. The observer from his detached position may mirror the group back to itself and lead in an analysis of "how well have we done?" The recorder keeps a running record of the group's production and his notes may be made available for distribution.

Another technique is that of role-playing, or socio-drama. This is a medium in which the group may examine the effect of group procedures on personalities

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Analysis of Salary Schedules

A.—SINGLE SALARY SCHEDULES RECEIVED AS OF NOVEMBER 30, 1953

DIVISION or COUNTRY	1 Year	2 Years			3 Years			4 Years			5 Years			6 Years			Partial Trailing Rata	Cost of Living Bonuses	Previous Experience	4-Floor Allocation Schedule	Principals	
		Min.	2100	2350	2600	2900	3150	3400	3650	3900	4150	4400	4650	4900	5150	5400	All					
Acadia No. 8	Min. Max. Inc.	2100 3000 100x9	2350 3250 100x9	2600 3500 100x9	2900 3800 100x9	3150 4050 100x9	3400 4300 100x9	3650 4500 100x9	3900 4750 100x9	4150 5000 100x9	4400 5250 100x9	4650 5500 100x9	4900 5750 100x9	5150 6000 100x9	5400 6250 100x9	5600 6500 100x9	5800 6750 100x9	6000 6900 100x9	\$225			
Athabasca No. 42	Min. Max. Inc.	2000 2850 150x1 100x7	2300 3300 150x1 100x7	2600 3600 150x1 100x7	2900 3900 150x1 100x7	3125 4125 150x1 100x7	3400 4400 150x1 100x7	3650 4650 150x1 100x7	3900 4900 150x1 100x7	4125 5125 150x1 100x7	4400 5400 150x1 100x7	4650 5650 150x1 100x7	4900 5900 150x1 100x7	5150 6150 150x1 100x7	5400 6400 150x1 100x7	5600 6600 150x1 100x7	5800 6800 150x1 100x7	6000 7000 150x1 100x7	\$375			
Barrhead No. 59	Min. Max. Inc.	2000 2900 100x9	2300 3200 100x9	2600 3600 100x9	2900 3900 100x9	3000 4000 100x10	\$375															
Berry Creek No. 59	Min. Max. Inc.	2100 3000 200x3 100x3	2400 3400 200x3 100x4	2700 3775 200x3 100x4	3000 4125 200x3 100x4	3100 4225 200x3 100x4	\$150 \$50 under graduate; \$25 graduate 50x1	\$150 \$50 Dep. Status and \$25 each dep. child														

Bonnyville No. 46	Min. Max. Inc.	2000 2850 150x1 100x7	2325 3175 150x1 100x7	2650 3500 150x1 100x7	2975 3825 150x1 100x7	Pro Rata	Limit	\$200
Bow Valley No. 43	Min. Max. Inc.	2000 3000 100x10	2250 3375 100x11 75x1	2500 3750 100x12 50x1	2750 4125 100x13 75x1	3050 4575 100x15 25x1	Pro Rata	\$225
Calgary No. 41	Min. Max. Inc.	2200 3200 125x8	2500 3500 125x8	2800 3800 125x8	3100 4100 125x8	\$300 \$300 per year	Married men, widow- ers with dep. children	All
Camrose No. 20	Min. Max. Inc.	2000 2800 100x8	2300 3200 100x9	2600 3500 100x9	2900 3800 100x9	Pro Rata	Married male teachers \$100	\$450
Castor No. 27	Min. Max. Inc.	2050 3050 100x10	2350 3350 100x10	2650 3650 100x10	2950 3950 100x10	3250 4250 100x10	Pro Rata	All
Clover Bar No. 13	Min. Max. Inc.	2100 3100 100x10	2500 3500 100x10	2800 3900 100x11	3100 4300 100x12	3300 4600 100x13	3500 4900 100x14	Pro Rata
Coal Branch No. 58	Min. Max. Inc.	2200 3400 120x10	2500 3700 120x10	2800 4000 120x10	3200 4400 120x10	3400 4600 120x10	3600 4800 120x10	Pro Rata

DIVISION COUNTY	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	Partials		Trailing		Cost of Living Bonus		Previous Experience	
							Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
Drumheller No. 30	Min. Max. Inc.	2000 3000 120x5 100x4	2300 3300 120x5 100x4	2600 3600 120x5 100x4	2900 3900 120x5 100x4	3100 4100 120x5 100x4	\$50 under- grad. \$300 max.	under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	
East Smoky No. 54	Min. Max. Inc.	2000 2900 150x2 100x6	2300 3300 150x2 100x7	2600 3600 150x2 100x7	2900 3900 150x2 100x7	3100 4200 150x2 100x7	\$50 under- grad. \$300 max.	under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	
Edson No. 12	Min. Max. Inc.	2000 3100 150x2 100x8	2300 3400 150x2 100x8	2600 3700 150x2 100x8	2900 4000 150x2 100x8	3100 4200 150x2 100x8	\$50 under- grad. \$300 max.	under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	
Fairview No. 50	Min. Max. Inc.	2000 2850 150x1 100x7	2300 3150 150x1 100x7	2600 3450 150x1 100x7	2900 3750 150x1 100x7	2900 3750 150x1 100x7	\$50 under- grad. \$300 max.	under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	
Foremost No. 3	Min. Max. Inc.	2000 3000 100x10	2250 3375 100x11	2500 3750 100x12	2750 4125 100x13	3000 4500 100x15	\$50 under- grad. \$300 max.	under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	\$50 under- grad. \$300 max.	

Fort Vermillion No. 52	Min. 1950 Max. 3050 Inc. 110x5 100x4 75x2	2250 3350 110x5 100x4 75x2	2550 3650 110x5 100x4 75x2	2850 3950 110x5 100x4 75x2	3050 4150 110x5 100x4 75x2	Pro Rata	\$100 head of house	All	\$300
High Prairie No. 48	Min. 2100 Max. 2900 Inc. 100x8	2400 3200 100x8	2700 3500 100x8	3000 3800 100x8	\$60			All	\$400
Killam No. 22	Min. 2000 Max. 3000 Inc. 150x2 100x7	2300 3450 150x3 100x7	2600 3750 150x3 100x7	2900 4050 150x3 100x7	3200 4350 150x3 100x7	\$60	\$50 Married Teachers	Limit	\$300
Lac la Biche No. 51	Min. 1900 Max. 2750 Inc. 125x2 100x6	2200 3050 125x2 100x6	2500 3350 125x2 100x6	2800 3650 125x2 100x6	\$300 per year		Limit	\$200	
Lacombe No. 56	Min. 1800 Max. 2700 Inc. 120x5 100x3	2100 3150 100x10 50x1	2400 3600 100x12 50x1	2700 4050 100x13 50x1	3000 4500 100x15 50x2	\$50	\$50 dep. status \$130 Married status \$65 single status	All	\$225
Lac Ste. Anne No. 11	Min. 1900 Max. 2700 Inc. 200x1 100x5 50x2	2200 3000 200x1 100x5 50x2	2500 3300 200x1 100x5 50x2	2800 3600 200x1 100x5 50x2	2900 3700 200x1 100x5 50x2	3000 3800 200x1 100x5 50x2	Pro Rata	All	\$250
Lamont No. 18	Min. 2050 Max. 3100 Inc. 100x10 50x1	2350 3400 100x10 50x1	2650 3700 100x10 50x1	2950 4000 100x10 50x1	3150 4200 100x10 50x1	\$50		All	\$240

Previous
Experience
Living Bonus

Cost of
Training

Part-time
Training

6 Years

5 Years

4 Years

3 Years

2 Years

1 Year

DIVISION
or
COUNTRY

Lethbridge No. 7		Min. Max. Inc.	2000 2900 100x9	2300 3300 100x10	2600 3700 100x11	2900 4100 100x12	3100 4400 100x13	3300 4700 100x14	\$50 p.c. 1, 2, & 3 years \$60. 4th year	Limit	\$400
MacLeod No. 28		Min. Max. Inc.	2100 3000 100x9	2400 3300 100x9	2700 3600 100x9	3000 4000 100x10	3200 4300 100x11	3400 4600 100x12	\$50	All	\$180
Medicine Hat No. 4		Min. Max. Inc.	2000 3100 125x4 100x6	2250 3350 125x4 100x6	2500 3600 125x4 100x6	2750 3850 125x4 100x6	3000 4100 125x4 100x6	3400 4600 125x4 100x6	\$40	All	\$180
Neutral Hills No. 16		Min. Max. Inc.	2000 3000 125x4 100x5	2300 3300 125x4 100x5	2600 3600 125x4 100x5	2900 3900 125x4 100x5	2900 3900 125x4 100x5	2900 3950 125x4 100x5	\$300 per year	All	\$300
Olds No. 31		Min. Max. Inc.	2000 2800 100x8	2300 3100 100x8	2600 3500 100x9	2900 3950 100x10	3000 4100 100x11	3000 4100 100x11	\$60 (Limited)	Married Status	All

Peace River No. 10	Min. Max. Inc.	2000 2850 100x8 50x1	2300 3150 100x8 50x1	2600 3450 100x8 50x1	2900 3750 100x8 50x1	3050 3900 100x8 50x1	\$60	All	\$300 Elem. \$375 H.S.
Pincher Creek No. 29	Min. Max. Inc.	2100 2900 100x8	2400 3300 100x9	2700 3700 100x10	3000 4100 100x11	3100 4200 100x11	\$60	All	\$400
Provost No. 33	Min. Max. Inc.	1950 2950 100x10	2250 3350 100x11	2550 3650 100x11	2850 3950 100x11	3050 4150 100x11	\$50 (Limited)	All	\$300
Red Deer No. 35	Min. Max. Inc.	2000 2800 100x5 150x2	2300 3250 100x5 150x3	2600 3850 100x5 150x5	2900 4300 100x5 150x6	3100 4650 100x5 150x7	3300 5000 100x5 150x8	Pro Rata up to 2 yrs \$300 per yr. 3,4,5,6	\$100 Dep. Status
Red Deer Valley No. 55	Min. Max. Inc.	2000 3000 120x5 100x4	2300 3300 120x5 100x4	2600 3600 120x5 100x4	2900 3900 120x5 100x4	3100 4100 120x5 100x4	\$60	Limit	\$360
Rocky Mountain No. 15	Min. Max. Inc.	2000 2800 100x8	2300 3100 100x8	2600 3500 100x9	2900 3900 100x10	3200 4300 100x11	\$60	All	\$400
Smoky Lake No. 39	Min. Max. Inc.	2000 3000 100x10	2360 3410 100x10	2660 3710 100x10	2960 4010 100x10	3200 4250 100x10 50x1	\$60 1st degree \$40 2nd degree	Limit	\$200

G. A. Rakari Ad. P. M. R.

H. C. Seymour

Bernice Lamourant Sylvia

Antoinette, W. Anna

W. Fay Cyrus

Jean Mchead

Suey K. Castleton

D. Benjamin

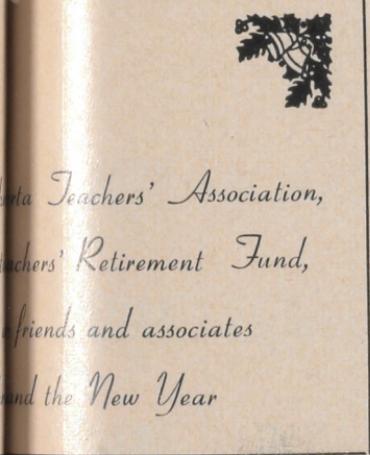
Wendy Bender J. D. B.

Anders T. Hackberg Y.P.
the Fidgets Law



The Executive Council of
the Board of Administration
and the staff, extend to you
Best Wishes for Chri

K. W. Sparks Alice Girard
J. E. Bell Betty Tumblay
Robin Westman Marie Braybrook.
L. J. Edwards



Delta Teachers' Association,
Teachers' Retirement Fund,
friends and associates
and the New Year

for Erubansley M. Skubas
Marshall Betty Beny
Bernice Meyer A. A. Prescott.

		Previous Experience			Cost of Bonuses		
		1 Year	2 Years	3 Years	4 Years	5 Years	6 Years
Spirit River No. 47		Min. 1900 Max. 2900 Inc. 150x4 100x4	2200 3300 150x4 100x5	2500 3600 150x4 100x5	2800 3900 150x4 100x5	3000 4100 150x4 100x5	\$60 1st D. \$35 2nd D.
Stettler No. 26		Min. 2000 Max. 2910 Inc. 150x3 120x3 100x1	2300 3210 150x3 120x3 100x1	2600 3510 150x3 120x3 100x1	2900 3810 150x3 120x3 100x1	3200 4110 150x3 120x3 100x1	\$50 All
Stony Plain No. 23		Min. 2000 Max. 2900 Inc. 125x4 100x4	2300 3200 125x4 100x4	2600 3600 125x4 100x4	2900 3900 125x4 100x5	3100 4100 125x4 100x5	\$60 Limit
St. Paul No. 45		Min. 2000 Max. 2900 Inc. 100x9	2300 3200 100x9	2600 3500 100x9	2900 3800 100x9	\$50 Mar. Dep. Status	\$50 Limit
Strawberry No. 49		Min. 2000 Max. 2950 Inc. 100x9 50x1	2300 3250 100x9 50x1	2600 3550 100x9 50x2	2900 3900 100x9 50x1	3100 4150 100x9 50x3	\$60 Limit

Sturgeon No. 24	Min. Max. Inc.	1950 3000 100x10 50x1	2250 3300 100x10 50x1	2550 3600 100x10 50x1	2850 3900 100x10 50x1	2950 4000 100x10 50x1	\$300 per year	\$195
Sullivan Lake No. 9	Min. Max. Inc.	2050 2950 200x3 100x3	2350 3350 200x3 100x4	2650 3725 200x3 100x4	2950 4075 200x3 100x4	3050 4175 200x3 100x4	\$50 1st D. \$25 2nd D.	\$150 Mar. Dep. Status \$25 add. per dep. child
Taber No. 6	Min. Max. Inc.	2000 3000 200x1 100x8	2275 3412.50 200x1 100x9	2550 3825 200x1 100x10	2825 4237.50 200x1 100x12	3100 4650 200x1 100x13	3375 5062.50 200x1 100x14	Pro Rata
Thorhild No. 57	Min. Max. Inc.	2000 3100 125x4 100x6	2300 3400 125x4 100x6	2600 3700 125x4 100x6	2900 4000 125x4 100x6	3200 4300 125x4 100x6	\$60	\$300
Two Hills No. 21	Min. Max. Inc.	2000 3000 100x10	2300 3300 100x10	2600 3600 100x10	2900 3900 100x10	3100 4100 100x10	\$40	\$180
Vegreville No. 19	Min. Max. Inc.	2000 3100 100x11	2300 3400 100x11	2600 3700 100x11	2900 4000 100x11	3100 4200 100x11	\$50 1st D. \$35 2nd D.	\$100 Mar. Status \$25 add.

DIVISION or COUNTY	1 Year			2 Years			3 Years			4 Years			5 Years			6 Years		
	Min.	Max.	Inc.	Min.	Max.	Inc.	Min.	Max.	Inc.	Min.	Max.	Inc.	Min.	Max.	Inc.	Min.	Max.	Inc.
Vermillion No. 25	1950	2250	2550	2850	3050		3950	4150		110x5	110x5		100x4	100x4		\$100	Head of House	All
	3050	3350	3650							100x5	110x5		75x2	75x2				\$400
	110x5	110x5	110x5							100x4	100x4							
	100x4	100x4	100x4							75x2	75x2							
	75x2	75x2	75x2															
Wainwright No. 32	2000	2300	2600	2900	3100		3700	4000		150x2	150x2		100x8	100x8		\$100	Pro Rata	All
	3000	3300	3600							150x2	150x2							\$450
	150x2	150x2	150x2							100x7	100x7							
	100x7	100x7	100x7															
Westlock No. 37	2000	2300	2600	2900	3100		3500	3900		100x9	100x10		100x10	100x10		\$50	Limit	\$300
	2800	3200	3500							100x8	100x8							
	100x8	100x8	100x8															
Wetaskiwin No. 36	2000	2275	2550	2850	3100		3450	3750		100x9	100x9		100x9	100x9		\$60	Mar. Dep. Status	All
	2900	3175	3450															\$400
	100x9	100x9	100x9															
Wheatland No. 40	2000	2300	2600	2900	3050		3850	4400		125x9	125x10		125x12	125x12		\$100	Pro Rata 1st D. \$25 Mast. D.	Limit
	3000	3425	3850															\$270
	125x8	125x9	125x10															

County of Grande Prairie No. 1	Min. Max. Inc.	2030 2830 150x1 100x7	2330 3280 150x1 100x8	2630 3580 150x1 100x8	2930 3880 150x1 100x8	\$60	Mar. Dep. Status
County of Ponoka No. 3	Min. Max. Inc.	2000 2800 100x8	2300 3200 100x9	2600 3600 100x10	2900 4000 100x11	3200 4300 100x11	\$100 Mar. Dep. Status
County of Vulcan No. 2	Min. Max. Inc.	2000 3000 150x4 100x4	2300 3300 150x4 100x4	2600 3600 150x4 100x4	2900 3900 150x4 100x4	3260 4260 150x4 100x4	\$60 \$60 \$60 \$60

All effective September 1, 1953 except Calgary No. 41 effective January 1, 1953.

B. POSITIONAL SALARY SCHEDULES RECEIVED AS OF NOVEMBER 30, 1953

DIVISION or COUNTY	Elem- tary Min. Max.	Junior High Min. Max.	Senior High Min. Max.	Two DEGREES		Cost of Living Bonus	Previous Experience	Principals, Alluvan 4-room School
				One DEGREE	Partial			
Foothills No. 38	2000 Inc. 150x5 - 50x6	3050 Inc. 150x5 - 50x6	2000 3050 150x5 50x6	2300 3350 150x5 50x6	\$900 B. Ed. Ind. Arts or H. Ec. \$1050	\$1100 or \$1250 \$1050	\$40 and \$50	Limit
								\$300

Note: St. Mary's River and Holden Schedules not complete.

County of Newell Schedule is at conciliation.

Note 2: Exact details of allowance for previous experience, partial training, cost of living bonuses, and supervision cannot be shown accurately in this analysis.

Teachers in the NEWS

Lars Olson, President, and **Eric C. Ansley**, General Secretary-Treasurer of the Alberta Teachers' Association received Coronation medals through the Department of State on command of Her Majesty Queen Elizabeth. **T. C. Segsworth** of the Lethbridge Collegiate staff also has been awarded a Coronation medal in recognition of his outstanding work in the R.C.A.F. Association.

Audrey McKim's new book, "*Lexy O'Connor*" has been released recently. Miss McKim is an Edmonton teacher in Grade IV at Oliver School. "*Lexy O'Connor*" is her second book. Her first, "*Here Comes Dirk*" was the story of a Dutch immigrant boy.

Lou Goodwin, assistant professor at the Calgary Branch of the University of Alberta, was elected chairman of the Calgary School Board by acclamation. Mr. Goodwin replaces P. P. C. Haigh who held the position for the past four years. Born in Bellevue, Alberta, where he received his elementary and high school education, Mr. Goodwin has his B.A., B.Ed., and M.Ed degree from the University of Alberta.

Edith Blodwen Jones, who has been teaching in Calgary public schools for the past seven years, has been named winner of a federal bursary granted by the department of national health and welfare. The bursary will cover Miss Jones' study in mental hygiene at the University of Toronto, a course she began last September. Miss Jones is a native of Irma, and a graduate in education of the University of Alberta. Next September she will return to Calgary and will be associated with the guidance department staff of the Calgary

public schools. Her work will be with students handicapped in their education by retarded mental development or emotional problems.

Science and the Enterprise

(Continued from Page 8) acquire ability to utilize the findings of science that have application to his own environment; the child will acquire ability to interpret the natural phenomena of his environment; the child will develop an appreciation of scientific attitudes through an understanding of, and ability to use, some of the methods of study that have been used by creative workers in the field of science.

The final test of learning is the emergence of appropriate conduct. A teacher who utilizes the unique contribution of science—the scientific method—to equip children with the techniques for selecting and solving social problems is most apt to promote constructive, democratic living. The attitudes instilled by this type of instruction might well bear fruit in later years in helping to overcome the lag between scientific advancement and social adjustment.

Science and social studies should be blended within the enterprise into rich, meaningful, and interesting experiences that contribute directly to the child's growth. There is no justification for a science experience which has no implications beyond its alleged factuality. Unless it has implications in the thinking and living of children, at the time and afterwards, science has evaded its responsibility and its challenge.



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16mm, sound motion pictures which have won the acclaim of visual-aid authorities. Completely noncommercial, they graphically portray the fascinating world of oil, and related subjects, such as the theory of airplane flight, the development of the helicopter and the diesel engine, and traffic safety. Telling the story of petroleum is a series of four color films under the general title "This Is Oil", for which Shell had outstanding educators prepare special wall charts and teachers' manuals to help instructors obtain maximum classroom results. These films are available for classroom use through the Audio-Visual Aids Branch of the Department of the University of Alberta.

SHELL OIL COMPANY

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Convocation, October 1953

University of Alberta

Students in the Faculty of Education, listed below, were granted the following degrees and diplomas at the University of Alberta Convocation held in Edmonton, on October 31, 1953. The students were presented to Convocation by Professor H. E. Smith, Dean of the Faculty of Education, with the exception of those receiving the degree of master of education. The latter were presented by Professor O. J. Walker, director of the School of Graduate Studies. Degrees were conferred by Dr. E. P. Scarlett, Chancellor of the University.

THE SCHOLARSHIP OF THE BOARD OF GOVERNORS OF THE UNIVERSITY IN FIRST YEAR EDUCATION

Albert Lloyd Peacock, Barons

THE UNIVERSITY SCHOLARSHIPS IN EDUCATION

Marguerite Joyce Archer, Didsbury
Jean Ashmore Young, Athabasca

THE JOHN WALKER BARNETT MEMORIAL SCHOLARSHIP

Charles Thomas Peacock, Barons

THE FULLER BRUSH COMPANY SCHOLARSHIPS IN ART

Not awarded

THE ALBERTA TUBERCULOSIS ASSOCIATION ESSAY PRIZE IN HEALTH EDUCATION AND PUBLIC HEALTH

In Third Year Physical Education
Joyce Evelyn Mattson, Medicine Hat

THE EDMONTON JEWISH FEDERATION SCHOLARSHIP IN EDUCATION

Norrine Marilyn Lutes, Medicine Hat

THE UNIVERSITY WOMEN'S CLUB OF CALGARY SCHOLARSHIP

Marguerite Joyce Archer, Didsbury

THE FIRST YEAR PRIZE OF THE EDUCATION SOCIETY OF EDMONTON

Phyllip Gordon Redd, Raymond

THE OLIVER M. FISHER PRIZE

Mary Hyacinthe Viola Munro, Calgary

THE EDUCATION BOOK PRIZE

Stanley Ernest Overby, Cereal

FIRST CLASS STANDING

***University of Alberta Honour Prizes**

Fourth Year:

*Jean Downie Dey, Edmonton
W. Olive L. Freeman, Pine Lake
Hilda Arlene Norris, Halkirk
John Lawrence Pollock, Calgary
Sister Helen of Jesus, Medicine Hat

Third Year:

*Mary Grace Brunton, Edmonton
William Pura, Edmonton
Sister Marie Immaculata, Edmonton

Second Year:

None

First Year:

Edmund G. Kluczny, Thorsby
Albert Lloyd Peacock, Barons

ADMITTED to the DEGREE OF BACHELOR OF EDUCATION AND GRANTED THE SENIOR DIPLOMA OF THE FACULTY OF EDUCATION

Robina Baker
Marjory Frances Brown, B.A.
Elizabeth Carol Hart
Emily Pearl Koziaik
Katherine McAllister
Laura Jane Mary MacLaren-Anderson
Hilda Arlene Norris
Beatrice Reilly, B.A.
Yvonne June Elaine Richards, B.A.
Frieda Staal
Sister Helen Virgina, B.A.
Sister Maria Consolata
Sister Stephanie
Melvin Elroy Allen
Arthur Melbourne Arbeau, B.Sc.
Melvin Rudolph Bakken
Norman Prescott Bragg
Dean Cook
Haakon Eliason, B.A.
Ingvar Fadum
John Thomas Foster
Edward Lyon Halina
Elmer Irvine Hepburn

William John Matheson
Metro Meronyk
Donald Williams Pimm
Samuel Richards
Roy Athol Roberts
Maurice Raymond Rondelet
William Paton Rourke
Seth Morris Smedstad
Theodore Albert Tetreau

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

*With First Class Standing

*Jean Downie Dey
*Margaret Kibbe
Glenda Muriel Adams
Sarah-Ann Astell
Florence Evelyn Bardell
Evelyn Isabelle Bird, B.P.E.
Hyacinth Marjay Burch
Doreen Elaine Cohen
Alberta Minnie Cox
Rose Marie Eliuk
Louise Charlotte Eriksson
Laura Mae Fleming
Elvira June Frache, B.Sc.
Velma Lucille Gooch
Mary Edith Gray
Patricia Jones
Stella Therese Krawiec
Ellen Alberta Laws
Eva Marjorie Lee, B.Sc. (H.E.C.)
Florence Irene Long
Norine Marilyn Lutes
Jean Ethlyn McCall
Roberta McLachlan
Bertha Alexandra McLean
Joell Mohan
Eleanor Mills Ross
Edith Marjorie Russell
Rae Shwetz
Mary Elizabeth Skwarko
Norma Eileen Smith
Sister Cecilia Marie
Sister Mary Rose
Sister Mary of St. Joseph Austin
Sister Simon-Hermann
Ruby Lucy Voloshin
Tory Ingvar Westermark
Masie Violet Mary Wheatley
Gertrude Jean Whitehead
Lydie Benjamin Adams
Gerald Morton Alexander, B.A.
William Barabash
Kenneth Wilbert Bride
Elmer Albert Bruder
Aringo Peter Chiste
Dan Simon Chrapko, B.A.
Daniel Hawkins Clarke
William Edward Dickie, B.A.
Ralph Harold Everden
Eric Griffith Hale, B.A.
John Fergus Harcus, B.Sc.
Earl Laverne Kindley
Isaac Klassen
Nick Michael Kowalchuk
Joseph William Lencucha
Glen Charles Lett
Leroy Boston Lightfoot
Eddie Bertram Lindberg
Jack Nesbitt Lowery
Stanley George Mallett
Edward Owen Marcum
Fergus Joseph Milaney
Frances Joseph O'Dwyer
Father Felix Edward Otterson, B.A.
Sydney Bruce Paterson
Michael Daniel Pavich
Andre Robert Picard
John Lawrence Pollock
James Edward Richardson
Ralph Arkle Richardson
Alex Romaniuk
Steve Skuba

Lloyd Douglas Staples
Bohdan Volodmyr Tataryn, B.Sc. (Ag.)
Alexander Stead Taylor
William Tchir
Veslof Thomas
Henry Toews
Colin Turner
Stanley Bertram Whitbread
Clarence Edward Yeomans

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN INDUSTRIAL ARTS

*With First Class Standing

*Stanley Ernest Overby
Terrence John Kelly
Norman Eric Whittred
Lorne Douglas Wiley

SENIOR DIPLOMA OF THE FACULTY OF EDUCATION

Aida Barbara Biamonte
Mary Grace Brunton
Betty Ethel Caldwell
Phyllis Lorna Chepeha
Mary Cherniwchan
Margaret Louise Chevraux
Mary Anne Elizabeth Chwelos
Lalia Pearl Cooke, B.A.
Mary Allardycie Cross
Clydie Douglas
Jennie Emery
Evelyn Hage
Frances Lillian Haney
Millicent Ena Harris
Catherine Hauver
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(Continued on Page 53)



Official Bulletin, Department of Education

No. 147

Special one-year course in home economics at the University of Alberta 1954-55 Session

A special one-year programme in Home Economics is being planned by the University of Alberta for certificated teachers wishing to teach Home Economics and wishing to qualify fully therefor in one year instead of in four or five summer sessions. This projected programme is planned for the 1954-55 University session. Interested teachers are assured that there are many favorable teaching positions open in the Home Economics field and that improvement in status on salary schedules will overtake in three or four years the cost of attending University for one winter.

The programme will include Chemistry 42; Household Economics 11; Household Economics 12; Household Economics 44; Household Economics 45; and the education methods course, Education 280S (Household Economics Section).

Household Economics 11 and 12 normally qualify a certificated teacher for the Junior Certificate in Home Economics (teaching privileges valid up to and including Grade X Home Economics). This together with two of Household Economics 44, 45, 46 qualify for the Senior Certificate in Home Economics (teaching privileges valid in all grades).

Anyone who already holds credit in one of the courses mentioned, may enrol in the programme, substituting another approved course for those in which such

credit is held. All courses in this special programme, including substitute courses when approved, carry credit on most regular B.Ed. programmes, but interested candidates are requested to check with the Faculty of Education general office on this point. Since the special programme requires considerable early planning, and since its feasibility depends on an adequate registration (possibly twenty students), it is requested that anyone interested get in touch with Miss A. Berneice MacFarlane, Supervisor of Home Economics, Department of Education, Edmonton.

Re: *Expressing Yourself, Books 2 and 3*

Despite efforts to obtain secondhand copies of *Expressing Yourself*, some classrooms have been unable to acquire sufficient stock for their needs. In view of the changed emphasis in English Language 10 and English Language 20 (see page 8 of the Curriculum Guide), the lack of this text is not too serious. Material for the functional grammar listed in the outlines on pages 6 and 7 of the Curriculum Guide is contained in *Words and Ideas*, Book 3, and *Junior English Activities*, Book 3, the current and the old Grade IX language texts respectively. If, however, a teacher who is unable to obtain copies of *Expressing Yourself*, wishes to use a composition text not authorized, it is permissible for him to do so during the current year.

A Bit of Humour

(Continued from Page 17)

The Klobber Method met with furious opposition on the part of educators and progressive parent organizations, and it was not until a refinement of The Method was suggested by an assistant of the Professor's that it began to meet with popular, if secretive, approval. The Professor's assistant, one Heinrich Klonk, suggested that—since a good Klobber usually left a tell-tale lump—a short side-swipe, or a Klonk, in other words, would do the trick just as well. Heinrich Klonk is one of the unsung heroes of our time for, though he gets small credit for The Klobber Method, his little refinement worked like a charm, and the word "Klonk" echoes through thousands of peaceful homes like a balm.

The charm of the method, my dear Bennett, is its utter simplicity. In place of long hours of dreary explanation that Daddy cannot work if Junior bangs on the radiator and if Daddy cannot work and make money, how will we we go to the circus; in place of that tortured quiet between husband and wife in the long night hours as to which one warped the childish id by refusing to allow the hot-foot to be applied to Uncle Robert, in place of all that—just "Klonk!" and serenity reigns. It is the greatest invention since the wheel, my dear fellow, and as your wife seems to object to it, try it on her first instead of the children and let me know the results. I'll still be out here—three thousand miles away—but I'd like to know what happens.

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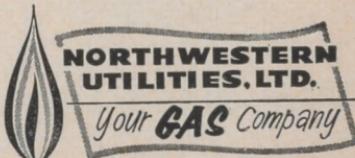
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Los Angeles Opinion Survey

(Continued from Page 21)

ticularly difficult to overcome. Many individual employees inevitably come to feel that their personal welfare does not count for much in the decisions of an impersonal, distant top management."

Spencer added that in a sense the Los Angeles school system also is big business and faces many of the morale problems peculiar to big business. "From the teacher reactions," he said, "it is strongly suggested that a programme be undertaken in which Board members and teachers may get to know each other better and attempt to learn each other's problems."

Despite their criticism of the Board of Education, 95 percent of the teachers feel that their own work is worthwhile and appreciated, and they are enthusiastic about their careers as teachers. Four out of five said they are doing work that is suited to their training, preferences, and capacities, and nine out of ten said they were proud to be a part of the educational system of Los Angeles. Ninety-six percent of the teachers said they had a great deal of interest in the school programme, and 80 percent said they understood how they fitted in with the total programme.

"Another real plaudit for the Los Angeles schools," Spencer pointed out, "is the genuine spirit of cooperation prevailing among co-workers in the system. Ninety-six percent found their fellow workers friendly and most of the people they worked with cooperate."

"Most teachers attested to good relations with their immediate superiors and felt that their technical skills were appreciated. More than eight teachers out of 10 were convinced of their immediate superior's fairness and his ability to keep promises. Three-fourths of them felt he does a good job of organization and more than 80 percent were sure he does his best to get them 'the kind of help we need'."

In view of the fact that a usual complaint of the school teacher is underpay-

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ment, the Los Angeles teachers seemed relatively satisfied on this score. Fifty-five percent said they were satisfied with salary handling and only 28 percent thought their salaries were lower than in other school systems.

In summary, Spencer pointed out that the results of this inventory taken anonymously by nearly all certificated personnel of the City Schools have blueprinted the major strengths and weaknesses of the Los Angeles school system. He urged Board members, teachers, and citizens to sift the findings carefully since they contain the basis for a better mutual understanding of the problems involved.

"By using an objective instrument to point out areas of harmony and discord in its system, Los Angeles has a rational basis for eventually solving its school issues—issues which can creep up into any thriving, growing organization," he said.

Highlights of the survey were—

55% say they are satisfied with salary handling.

72% feel that their salaries are no lower than in other systems.

88% feel their immediate superior is usually as fair as possible.

27% say they understand retirement provisions.

48% say they understand sick leave, etc., provisions.

19% say they are satisfied with handling of sick leave, etc.

31% say they are satisfied with handling of retirement programme.

94% believe Board members should rely more on professional staff.

89% believe that local pressure groups are over-influential on Board.

96% find most fellow workers friendly.

96% find most people worked with very cooperative.

95% feel work is really worthwhile.

89% think work suited to training and capabilities.

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82% say they were doing the work they liked best.

30% believe classroom teachers get enough help on remedial problems.

25% believe available pupil counseling facilities are adequate.

70% believe there is insufficient help for difficult discipline problems.

92% believe there is insufficient classroom teacher time for remedial work.

75% think the over-all curriculum is on "right track".

63% think this system is doing an excellent job.

60% believe citizens are generally glad to help programme.

86% feel they are not obliged to participate in too many unrelated community activities.

85% feel there are not too many restrictions on personal activities.

39% feel that community adults are not interested in the schools.

78% think the inventory a good way to let administration know what teachers think.

66% feel that there are too many classroom interruptions.



Toronto
November 16, 1953

To the Editor:

Two Fellowships for study at the University of London Institute of Education will be available for Canadian teachers and educationists for 1954-5, in accordance with the usual regulations.

These fellowships are administered by a Committee of Selection, which operates under the National Conference of Canadian Universities. The members of the Committee at present are: Dr. A. E. Kerr, President, Dalhousie University, Halifax, N.S.; Dr. W. A. Mackintosh, Principal, Queen's University, Kingston, Ont.; Dr. M. E. LaZerte, Research Director, Canadian School Trustees' Association; University of Alberta, Edmonton, Alberta; the President of the Canadian Education Association (Dr. G. A. Frecker, Deputy Minister of Education, St. John's, Newfoundland); and the undersigned (Chairman). This Committee will make recommendations to the N.C.C.U. and to the Institute of Education for the selection of Canadian Fellows.

Will you please canvass the situation as you know it in your vicinity and forward, not later than January 15, 1954, to the nearest member of the Committee of Selection, the names, addresses and qualifications of teachers who appear to be eligible, under the regulations, to be considered for these awards. The Committee would appreciate your ascertaining, before sending on any names, whether the teachers concerned would be able and willing to accept a Fellowship, if selected. Final selection will be made as soon as possible after January 15, 1954.

There are no forms of application, but

applicants should submit detailed information regarding their academic and professional careers, with transcripts of their university standing, and, in addition, such recommendations and other supporting documents as they may wish to submit to the Committee.

Generally speaking, preference is given to applicants who are not more than forty-five years of age.

Yours very truly,

J. G. ALTHOUSE

Chairman

Committee of Selection

The Middle Way

(Continued from Page 7)

group of pupils, "Here in this Departmental Bulletin, you will find twenty pages of material on the American Revolution. The story is detailed and impartial. Compare this story in any three respects with this text by an American, with this other text by a Briton." Let the teachers, for their research work, read such books as Machiavelli's, *The Prince*, or Toynbee's, *A Study of History*; let the teachers get a liberal education.

Finally, under the scheme outlined, all of our students would have in common a grasp of those things we think it well for a Canadian to know. Whatever they are, with whatever nations they deal, however they are determined by curriculum committees, the basic requirements—our heritage—would be all of a piece for all pupils. And what a change that would be!

After all, why should a teacher's whims, a confused curriculum, a class's vagaries, stand between a child and the essentials.

The final exams? Their ruinous effect upon classroom life? I am little exercised about that. The good teacher will never be cramped by minimum essentials; the poor one will receive two items he most needs—a direction and the whip.

University of London Institute of Education

Regulations Re Fellowships To Canadians 1954-1955

1. The award of the Fellowships is made possible by funds provided as follows:

- (a) by Mr. Garfield Weston;
- (b) by The Imperial Relations Trust.

2. In this Circular, the Fellowships shall be called, respectively:

- (a) The Garfield Weston Fellowship;
- (b) The Imperial Relations Trust Fellowship.

3. The purpose of the Fellowships is to enable two experienced teachers and educationists from Canada to spend a period of study in the circumstances which allow the freest interchange of educational thought within the British Commonwealth.

4. The Fellowships shall be tenable at the University of London Institute of Education for one year, which shall be the academic year from October, 1954, to June, 1955.

5. A Fellow during the tenure of the Fellowship will be expected to devote his whole time to educational studies of an advanced character which are relevant to the educational problems of his own country.

6. (a) The emolument of a Garfield Weston Fellowship will be \$1800.

(b) The emolument of an Imperial Relations Trust Fellowship will be £500, together with a grant not exceeding £50 towards the expenses of travel in Great Britain or in Europe undertaken during the tenure of the Fellowship and in pursuance of educational studies.

7. During his period of tenure a Fellow is free to attend without payment of fee any lecture or courses held within the Institute, and he may expect to be made a member of the Senior Common Room.

8. It will be expected that applicants

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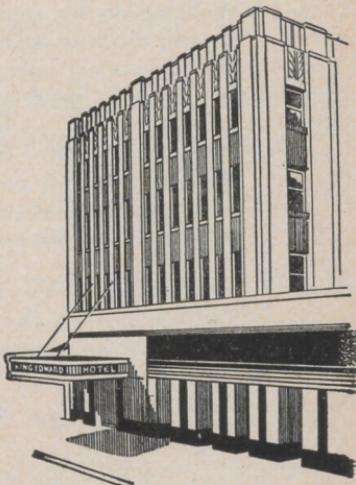
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9. Acceptance of appointment to a Fellowship will imply an obligation upon the Fellow to return to educational service in his own country within a reasonable period after the conclusion of his studies in the Institute.

10. The recommendations of the Com-

mittee of Selection for Canada are subject to the approval of the National Conference of Canadian Universities, and of the Institute of Education, University of London.

11. Funds on account of the Fellowships will be made available to the selected Fellows as follows:

(a) The Garfield Weston Fellowship—paid directly to the Fellow by the Canadian Education Association, 206 Huron Street, Toronto, Ontario.

(b) The Imperial Relations Trust Fellowship—paid directly to the Fellow by the Institute of Education, London, England.

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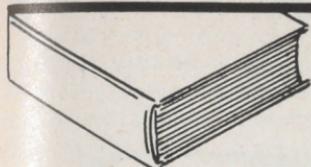
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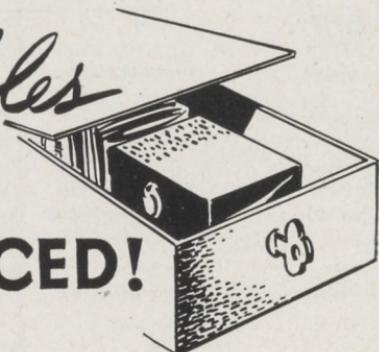
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Continued from Page 15)

against the Department of Education and ultimately against the electorate of parents and adults generally. Let the public decide what it wants, and the schools will respond.

Soft Psychology

There is another major imperfection, and again I think the schools are only slightly to blame for it. I refer to what is termed the breakdown of school discipline. This phrase is vague enough but seems to point to excessive pupil freedom, lack of serious application to work, poor study habits, disrespect for teachers and elders, and perhaps a lackadaisical interest in out-of-school work.

Sometimes these manifestations of improper discipline are attributed to the flabbiness of teacher morale. But I think this is wrong. From what I see of teachers (and this is a good bit), I am sure they could be just as stern, just as forbidding, and could administer just as severe and rigid a discipline as any of the worthies of the good old days. Indeed, I am confident, many of them would like to. School management would assuredly be much easier.

But are they allowed to do so? I shall leave that to your answer. No slapping, no strapping, no expulsion but under the strictest rules and subject to review by higher authority. Shall we then attribute the breakdown of discipline to the teachers? Obviously not.

Soft psychology has invaded all aspects of modern life. I can think of no part of it exempt. Newspapers and magazines, and the movie and the radio, purvey it in large quantities. Platform speakers wax eloquent in its exposition. Law courts from the top down must recognize the offender along with his offence. Psychiatrists are engaged to explain his motives. Gaols and penitentiaries cater to the whims of their clients. Employers treat employees almost as



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human beings, bargain with them, and live in terror of labour weapons. Parents strive to mollify and placate their children and are ruled by them. All of this—the product of an epidemic of soft psychology sweeping over the western world.

Have I said enough to explain why the soft psychology, the soft pedagogy are in the schools? I think so. Teachers are no more to blame than judges, wardens, employers, parents, or editors. Personally, at a guess, I would say that editors and publishing houses are first in line of fire. Actually, however, these epidemics of thought and emotion are but parts of a culture which no man can control very much. What started as a protest against the inhumanity and brutality of the nineteenth century has

mushroomed into a reaction swinging perhaps much too far in the opposite direction. But this pendulum swings of its own accord.

Enough of this. I have shown that the criticisms commonly directed against our schools are for the most part misdirected and unfounded.

And I have tried to show that two major imperfections of our high schools, if they are really imperfections (over-crowded curricula and a breakdown of discipline) are not to be charged against the schools at all, but appear in our schools as a reflection of patterns in our present culture. Schools mirror the society in which they exist. And mirror-like they reflect the unwholesome along with the wholesome. Critics ought to remember this.

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Techniques of Guidance

(Continued from Page 9)

"hung up" on one item and does not leave it to go on to the next problem), and (6) general reading disability.

(c) Negative prediction is safer than positive prediction. We cannot say that a child of I.Q. 130 will do well in school. He can do well, but motivation, hard work, methods of work, and personality factors all enter into scholastic achievement. On the other hand, if a child's I.Q. has been determined accurately to be around 80, we can safely say that he will not do well in academic studies.

(d) Intelligence tests were not designed to measure success in life. We must never assume that a person of low academic ability "won't amount to much." In later life such a pupil may be making two or three times his former teacher's income. Over half the jobs in our society require less than average intelligence. A low I.Q. should not categorize a student into the "what's the use of wasting time on him" class.

The field of intelligence testing is an intriguing branch of the young science, psychology. One cannot help being impressed with the general strides in human diagnosis and prognosis that have occurred as a result of the many accurate instruments developed to measure this aspect of human personality. The interested teacher will find a wealth of literature available to help him develop understanding in this area.

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A Reading Experiment in the Clover Bar Division

(Continued from Page 11)

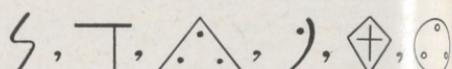
from the divisional library. More tests, such as *Stanford Achievement* for reading, spelling and arithmetic, and *Gray's Oral Reading Paragraphs*, have also provided.

During the current year, as pupils were referred from their regular classrooms, letters were sent to their parents asking them to come to the school for a short interview with the principal, classroom teacher, and reading class teacher. Most of the parents were very cooperative, and during these interviews helpful, pertinent information was obtained.

The variety of new material has made instruction more interesting, and interest and enthusiasm are even keener than before. The methods used in the reading room are not significantly different from those employed in the regular classrooms. For each type of reading work taught, material is chosen which is at least one grade below the average level of the group as revealed in the achievement test. The mentally retarded pupils require a great deal of repetition and drill on all phases of work. Attempts are made to appeal to as many senses as possible in this drill.

One method which has proved very useful in improving visual discrimination and concentration is the quick per-

ception technique. A series of cards bearing simple forms such as



etc. are flashed before the children for a second (the exposure time is gradually decreased). After exposure of each card, pupils are asked to draw what they have seen. From five to ten minutes a day are spent on this each day for about a week, then cards bearing three digit numbers are similarly exposed and recorded by the pupils; gradually four, five and six digits are introduced. When pupils have become quite proficient at this, words from the sight vocabulary are used, then phrases, and finally short sentences. It is advisable to spend plenty of time on each stage and not to rush too quickly into the word, phrase and sentence cards.

The University Psychology Department is administering individual tests to the pupils in the reading class. When results of these are available, it is expected that the information obtained will be particularly helpful in those cases where emotional factors, rather than mental retardation, are responsible for the reading disability.

It is hoped that this brief record of

our experiment may be of interest to teachers in other divisions. Anyone who would like more information on any phase of the work is invited to write the reading class teacher, Mrs. Grace Burchell, 10625 - 123 Street, Edmonton. Most if not all, of the superintendents in the province have been provided with a more complete record of the program and materials in use.



So, on this Thanksgiving Day, we should give thanks for the fine school build . . . er . . . the generous salary incre . . . er . . . the eternal gratitude, I'm sure, the community must feel for us.

— Les Landin from CTA Journal

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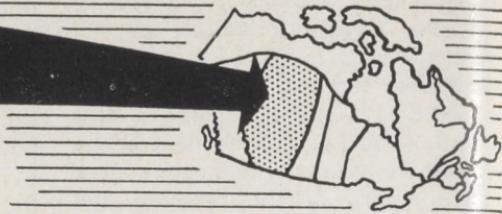
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NEWS

from
OUR LOCALS



Bawlf-Rosalind Sublocal

Officers for the sublocal elected at the reorganizational meeting in October are: Elvin G. Skattebo, president; Oscar Fodum, vice-president; Mrs. Doris Thorn, secretary-treasurer; Miss Bertha Clennin, press correspondent; and M. G. Sirdiak, salary negotiation representative. Regular meetings are to be held on the first Wednesday of each month.

Berwyn-Dixonville-Grimshaw Sublocal

The sublocal was organized at a meeting of the teachers concerned held in Grimshaw on October 29. Details of the organization were discussed and decided upon, and officers elected were: M. Chorny, president; Mrs. C. Vangrud, vice-president; L. Kelly, second vice-president; and A. Ronaghan, secretary-treasurer. Mr. Chorny gave a very interesting account of the course offered at the ATA Workshop in Banff.

Crow's Nest Pass Local

An organizational meeting of the Local was held in Bellevue on November 5, with twenty-four members present. Mr. MacPherson, retiring president, was in the chair. The executive of: Eric Price, president; Mrs. Helen Gresl, secretary-treasurer; and John Percevault, press representative, was chosen. A vote of thanks was tendered to the retiring executive. New members on the staffs of the three school districts of Bellevue, Blairmore, and Coleman were introduced by the respective principals, Mr. M. D. McEachern, Mr. D. MacPherson, and Mr. H. Allan.

Dapp-Jarvie-Fawcett-Flatbush Sublocal

Election of officers took place at the first meeting held at Dapp. A successful year is anticipated under the guidance of Peter Gabinet, president. The teaching staff at each centre are to prepare the program for ensuing meetings and members will be advised in advance of the nature of the program or topic for discussion. At the next meeting at Flatbush educational films were to be shown.

Drayton Valley Sublocal

At the October meeting held at the home of Mrs. A. L. Glass members dealt with recommending nominees for the negotiating committee and for the music festival committee and councillors from the Stony Plain Local to the Annual General Meeting. There was a lively discussion concerning the pros and cons of passing the slow pupil and regarding the method of grading pupils on report cards.

Edson Sublocal

Teachers of Edson and Marlboro held their reorganizational meeting in October at the Edson High School. After nine years as president of this group Mr. M. D. Meade asked to be relieved of his position. The new executive consists of: R. George, president; Miss M. Lawton, vice-president; M. Pavich, secretary-treasurer; and M. D. Meade, press correspondent. It was decided to hold two luncheon meetings during the year, at Christmas and at Easter. The remainder will be business meetings only. Track

meet and salary schedules were the chief topics discussed at this first meeting. A hearty vote of thanks was extended to the outgoing executive.

Fairview Sublocal

At the reorganizational meeting held in October the following officers were elected: Ian Armstrong, president; Mrs. M. Proctor, vice-president; Miss E. Milane, secretary-treasurer; and E. E. Oliver, press correspondent. It was decided to hold meetings the first Friday of each month after school hours, the place to rotate among the six centralized schools.

The second meeting was held in the Oliver school on November 6 with a good attendance. Miss M. K. Hauck reported on the Teachers' Zone meeting held recently in Grande Prairie, and plans were laid for inter-school activities such as bonspiels and the zone track meet in 1954. An innovation in the nature of a motor trip to join with Hines Creek Sublocal for the December meeting is planned.

Fort Saskatchewan Sublocal

The first item on the agenda at the organizational meeting was the election of the executive. The new officials are: E. Mickleson, president; Miss R. I. Logan, vice-president; Miss I. Askew, secretary-treasurer; G. Orlick, press correspondent; Miss A. M. Cox, local association councilor. The program committee is composed of: T. Westermark as chairman, Miss Morgan and G. D. Grover. Mr. W. R.

Eyres of Head Office addressed the meeting on the matter of a sublocal constitution, and also suggested topics for discussion and study, such as ethics, salaries, pensions, insurance, publicity, and public relations.

Gibbons-Bon Accord Sublocal

The teachers' Code of Ethics was the first item of discussion at the November meeting of the Sublocal. There followed a discussion regarding the formation of a hockey league in the district, but it was thought the plan would have to be abandoned because there will be no skating rink at Gibbons this winter. The Sublocal changed its previous decision and voted in favour of a festival on the understanding that preparations would not involve too much work beyond the ordinary curriculum studies.

Halkirk-Gadsby Sublocal

At the first term meeting held at Halkirk in October the following officers were elected: Bill Hurlbut, president; Vicki Bernhardt, vice-president; Edna Falkenberg, secretary-treasurer and editor; Bill Fisher, councillor; and Frank Leadley, salary negotiator. A discussion on parent-teacher conferences versus report cards followed.

High Prairie Sublocal

The October meeting of the High Prairie Sublocal was held in the local school. Reports of the auditing committee and regarding last year's festival

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were received. There was a discussion on the teachers' group insurance plan and it was decided that those who were interested should contact the secretary of the sublocal. A motion was passed that school bonspiels be held during the Christmas holidays if possible. A panel discussion on ethics was planned for the next meeting. Mr. A. Jardin, supervisor of instruction, gave a very informative talk on "Individual Differences in Children." He spoke of the child's actions in the classroom and suggested that the undesirable acts are usually based on needs which are not being satisfied.

Foothills Local

R. H. Cunningham was re-elected as president for his third term at a meeting held at the High School in High River in October. John Chicora of High River was named as vice-president; and Stanley Norris of Cayley was re-named as secretary-treasurer for a second term. K. A. Buffam of Mossleigh was elected as councillor, and Miss Helen McKay, as press representative.

The current electoral ballots were brought before the meeting and the teachers went on record as favouring each amendment. F. P. Van Tighem gave a very comprehensive comparison of single and positional salary schedules. The merits of each were discussed and figures showing relative salaries were given by Mr. Van Tighem. Following discussion the teachers voted in favour of continuing on the positional schedule which is currently in use in the division. Mr. Cunningham and Mr. Van Tighem were re-elected to the salary negotiating committee for 1954 and the names of Mrs. Annie Jensen of Blackie, Miss

Gladys Anderson of Cayley, and William Dubb of Herronton were added.

Jasper Sublocal

Fourteen members were present for the first meeting in October. The Executive for the coming year is as follows: R. Lacerte, president; H. Koshel, vice-president; and Miss E. Mazurek, secretary-treasurer. A discussion on the revision of the Jasper Public School monthly report card was planned for the November meeting.

Mirror-Alix Sublocal

At the first meeting held at the Mirror school in November the following were elected to the new executive: Leo Peltier, president; Orest Rudko, vice-president; Greta Parlee, secretary-treasurer; and Mrs. K. Grant, councillor. It is planned to hold four meetings during the year and to discuss at each topics of interest to teachers. At the next meeting in Alix in January the Alix teachers will present a skit on the teachers' Code of Ethics.

Provost-Hardisty Sublocal

The first meeting was held at the Fall Convention in Camrose, and the officers elected for the coming year are: J. A. Hammond, president; Mrs. M. E. Underwood, vice-president; Margaret Kristiansen, secretary-treasurer; Frances Patterson, press correspondent. The salary negotiations committee is composed of: Mrs. L. Hansman, D. V. Kilback, F. C. Paege, and Mrs. Ruth Auburn; councillors are D. V. Kilback and Mrs. Jean Saville. Mrs. Saville gave a short talk about her week at the Banff Workshop. Other topics discussed were public relations, winter rally, Teachers' Institute,

and salary schedules. O. J. Broemeling was elected vice-president for the 1954 Fall Convention, with E. T. McKee and L. A. Strandberg also on the committee.

Rochester-Perryvale Sublocal

At a meeting held in Rochester the officers elected for 1953-54 are: N. R. Fallis, president; E. J. Slettedahl, vice-president; Mrs. N. Zygas, secretary-treasurer; Mrs. J. Golonka, councillor; Mrs. M. Bell, press correspondent. Mr. Slettedahl is director of the track meet.

Spirit River-Rycroft Sublocal

The new slate of officers elected at the November meeting is as follows: B. B. Russell of Spirit River, president; R. N. Schneider of Rycroft, vice-president; Joan Bayers of Silverwood, secretary-treasurer; and Mrs. Ethel Lazoruk of Rycroft, press correspondent. Joan Bayers the local delegate to the Banff Workshop, presented a most educational talk on the activities carried on there during late August. It was decided that regular meetings will be held the first Thursday of the month.

Marwayne-Streamstown Sublocal

The organizational meeting of the sub-local was held in the Marwayne High School in October. Officers elected were: John David of Streamstown, president; Margaret Behnke, vice-president; P. H. Petryshen of Marwayne, councillor; and Mrs. J. C. Zackowski of Streamstown, secretary-treasurer. Teacher placement was discussed and a resolution was drawn up regarding appeals to transfers for presentation at the next local meeting. Geographic zoning was a topic of the evening.

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Viking Sublocal

The new executive was elected at the Sublocal's first meeting in September. It is as follows: Mrs. M. Gleeson, president; Miss N. Rugland, vice-president; Miss E. Barlow, secretary-treasurer; John Gavenchuk, sports representative; R. Skaret, ATA representative; and Mrs. C. Naslund, press correspondent. At the October meeting Mrs. H. K. Ruddy of Ryley spoke concerning her visit to the Banff Workshop.

Wainwright Sublocal

The reports of the secretary-treasurer, and negotiating committee were received at the October meeting of the sublocal. Arrangements were made for the monthly programs, and also concerning the place and date of meeting. The question of Sports Day was briefly discussed. The elections resulted in the following slate of officers: Miss L. Bloom, president; E. Wilson, vice-president; and Sister Stephanie, secretary-treasurer. It was moved by Mrs. Reishus and seconded by Mrs. McIntee that letters of appreciation be sent to Sister Gabriella and H. G. Teskey in consideration of their six years of cooperative membership in the Wainwright Sublocal.

Westlock-Clyde Sublocal

The new executive of the sublocal was elected at the November meeting held in the Clyde School. The officials are: Mrs. G. Currey, president; J. Solheim, vice-president; R. Pettibone, secretary-treasurer; W. Lerner, councillor; and G. Desson, press correspondent; the program committee is composed of: Miss E. Hall, Mrs. L. Munro, and W. Sharek. There was a discussion of the fall convention, and the response of the meeting indicated general dissatisfaction with those held in Edmonton over the past few years, because of unsuitable accommodation and the lack of sufficient time for teachers to familiarize themselves with curriculum changes implemented in the fall. The meeting passed a resolution that the Barrhead

local be contacted regarding the possibility of a joint Barrhead-Westlock Institute to be held in either centre at a time and place to be set. A report on the October meeting of the Edmonton

Geographic Council was given by Mr. Sharek. The report touched on salary negotiations, the formation of credit unions, and the matter of provincial salary schedules.

Teachers at the Wailing Wall

(Continued from Page 23)

blind to the fact that they, of all professional people, hold a magic key into the hearts and homes of their town or their neighborhood? They have the children, and nowhere in this life is the intelligent parent so vulnerable as through his children.

Be interested in my child and you can have me and my house. You don't have to love the whelp. (Though, if you do, you can have my purse, too.) Just recognize him, be willing to tell me how you see him developing—for good or ill—and your name will lead my roster as the most charming, intelligent and wonderful being it has been my privilege to know.

Do teachers know that many of the best parents, the ones most intelligently interested in education, are in mortal terror of approaching them for fear the teachers will think they are apple-polishing for Junior? Do they realize how many of these people want to talk education and are very well able to hold their own (through avid reading about new teaching developments) with any educational group?

Many teachers know it, are warm and natural, making their own spontaneous friendly gesture toward parents. Many more of them behave as though they dare not drop their guards for one minute lest they be taken advantage of.

This attitude possibly is inevitable where the teacher regards her job as going no further than injecting a shot of algebra, English or Spanish under the skull of each student. There isn't much on which to start a friendship in the limited equation of Junior equals algebra. But, for the teacher who sees

Junior as a human equation, feels responsible to help him grow up all over, there is not only the profit of a real friendship with the kid, but with all his family.

The teacher has just as many or more opportunities for making friends in any community as has the secretary, the nurse, advertising person or reporter. (And the dating problem for juniors is no tougher just in case the statistics department of the schools hasn't gotten out a report on this recently. The only shortage more critical than that of elementary teachers is eligible males.)

Time was when the teacher's field was narrow. Paid to dispense doses of grammar, mathematics, geography, to those kids, willing to swallow them—her position in the community was as sharply focused as that of the plumber or the doctor who works on one appendix, one pair of tonsils at a time.

Today, as urban living makes it more and more difficult for even the best homes to fill the lives of their children, the teacher's job has become as broad as the community, and, in return, it offers all the satisfactions in friendship and influence that once were spread among ministers, teachers, social workers, businessmen and doctors.

That last sounds like inspirational pedaguese, a language I have spent the best years of my life trying to translate or avoid. Apologies for using it now and a plea for the parents who, in their desperate anxiety to know their vanishing children, would so like to know the one person whom they feel holds the key to those children—the teacher.

Please, give us a break.

Group Dynamics and the School Staff

(Continued from Page 25)

involved. In a "play" situation, several people may act out a scenario. This technique makes possible valuable observation of the dynamics involved in human relations and does so in a setting from which ego threats have been eliminated.

Any group can transform its work

from inefficient operation to a challenging journey in human relations. Granted the democratic ethic of our four postulates, plus a disposition to embark on experimental voyages, plus a knowledge of the little that is known in group dynamics, school staffs can more than efficiently meet their vital responsibility to our society.

CORRECTION

The Teachers' Directory appearing on Pages 45 and 46 of the November issue listed W. A. Hutton as Supervisor of Health and Recreation. Mr. Hutton left the Health and Recreation Branch last June. Miss E. M. McFarland is Assistant Supervisor of the Branch, which is located in Room 721, Administration Building, Edmonton.

Voting List for Election

Executive Council

Alberta Teachers' Association

An alphabetical list of the members of the Alberta Teachers' Association as registered on January 31, 1954, will appear in the February issue of **The ATA Magazine**. Teachers are asked to check this list carefully to see whether or not their names are included; and if they are not, to notify the Head Office immediately.

This list is being published to give each teacher a chance to see that his name is not left off the voting list. **Be sure, therefore, to watch for the list and make the necessary checkup.**



Calgary, Medicine Hat, and Hanna Conventions

These conventions were held on October 29 and 30, November 2 and 3, and 5 and 6, with Dr. Lawrence G. Thomas, Professor of Philosophy at Stanford University, as our guest speaker. Dr. A. L. Doucette, of the Calgary Branch of the University of Alberta, and several other Stanford graduates, entertained Dr. Thomas at Banff and in Calgary over the weekend. Dr. Thomas arrived in Medicine Hat on the evening of November 1 and attended the convention there on November 2 and 3. On Wednesday we motored to Hanna, via the Steveville Ferry, and on Friday, after the convention, returned to Calgary. Dr. Thomas left for California on the morning of November 7 still talking in California superlatives about our scenery, our weather, and our conventions.

Mrs. Inez Castleton, Mr. Don Prescott, Mr. W. R. Eyres, and Mr. F. J. C. Seymour attended the Calgary convention, and Mrs. Dorothy Benjamin, the Hanna convention. I attended all three conventions with Dr. Thomas.

ATA Business in Calgary

On Saturday, November 7 I met with four groups in Calgary. One meeting was with a teacher, the president of the Local of which the teacher is a member, and our solicitor. The teacher had been assaulted by a parent of a pupil, and a charge had been laid by the police against the parent. At the trial a week later this person was found guilty, and was given the option of paying a fine of \$20 or spending thirty days in jail.

Other Meetings

The Alberta Advisory Committee of the Kellogg Survey met on November 9, under the chairmanship of Tim Byrne, to receive the report of the Pilot Short Course held in Edmonton last May. Please watch the magazine for a summary of this report. You will be interested in the statements dealing with the relationships among teachers, principals, and superintendents, and the proposed powers of superintendents.

On November 10, I met with Dr. Swift and Mr. Frame to discuss the granting of Letters of Authority to persons without the required professional and/or academic qualifications.

The Board of Teacher Education and Certification met on November 12 and 13 and dealt with entrance requirements to the Faculty of Education, special training for teachers of commercial subjects, home economics, and shop, resolutions from the Canadian Regional Conference of Teacher Educators held in Saskatoon last May, changes in the program for the Admission Certificate, and numerous other matters.

West Jasper Place

On November 17 the Edmonton members of the Executive met with the teachers of West Jasper Place to determine what should be done following the refusal of the School Board to accept the award of the Board of Arbitration. Previously the teachers had decided in favour of a strike by a vote of 72 to 2. About the only thing left to decide was when to go on strike. This is the third crisis of this kind in three years and the decisive factor in previous cases has been that the other teachers in Alberta have pledged their full support to the teachers involved in the dispute. Also it will be possible to get assistance from other teacher organizations in Canada if the Alberta Teachers' Association is unable to handle the dispute itself.

Western Conference of Teacher Associations

On November 18, 19 and 20, Lars Olson, president of the Alberta Teachers' Association, and I attended the Western Conference, which was held in Vancouver. (It was raining when we arrived in Vancouver, it rained most of the time we were there, and it was raining when we left—in brief, it rained!) The salary schedule of last year was amended, and the principles of higher entrance requirements and a minimum of two years of training for teachers were approved. Contracts, pensions, teachers' services, and the teacher shortage were among other important problems discussed.

Conventions

I heard comments from all over the Province that our conventions this year were the best that have been held. What makes a good convention? Adequate space is very important, including an auditorium, plenty of classrooms, space for displays of books, audio-visual aids and other equipment. Organization is important. Every well run convention has an efficient secretary. There must be general teacher participation. The greater the teacher participation, the greater the interest and the better the attendance. Teacher participation can be extended through use of workshop groups, panel discussions, buzz sessions, role playing, and other techniques. The convention must provide time for ATA business, because for many locals the fall convention is the only time the local is able to have a well attended meeting during the year. At these meetings annual reports are received, the executive is elected, and plans are made for the coming year.

The ATA has purchased a long playing record entitled, "The Use of Group Dynamics in Classroom Teaching" by Willard B. Spalding and Van Miller of the College of Education, University of Illinois, Urbana. Dr. Van Miller has been our guest speaker at conventions in 1952 and 1953. This record is available to Locals on request.

